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ABSTRACT

A descriptive study concerning adult cooperative education was conducted to identify types of cooperative agreements, some of the most common elements found on written agreement forms and whether these elements can be considered essential to any agreement, discrepancy between what is advocated in the literature concerning cooperative agreements and what is being practiced, and alternatives to writing formal written agreements. Sixty-three agreement forms were collected through (1) interviews and surveys of representatives from various agencies, postsecondary institutions having adult cooperative education programs, and proprietary schools in Colorado, (2) a national survey of postsecondary cooperative education directors, and (3) the literature review. The conclusions were as follows: (1) Five types of postsecondary level cooperative education agreements exist: apprenticeship, work-study, traditional, behavioral objective, and Civil Service; (2) although the essential characteristics which constitute an agreement were not determined, ten related categories were developed which could serve as a guide for constructing agreement forms; (3) the literature advocates that agreements be written but a substantial number of cooperative education programs rely on oral agreements; and (4) alternatives to writing agreements include the matching of the students' competencies to the employer's job description. (The survey forms, a frequency chart of agreement characteristics, and several agreement forms are appended.) (EM)

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Final Report

Project No. 498AH60261
Grant No. G007603722

"An Assessment of Characteristics of Cooperative Agreement Between Postsecondary Educational Institutions and Business, Industry, and Labor."

Edna E. Peart

University of Northern Colorado

Greeley, Colorado

September 30, 1977

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PROJECT *

Conducted under Part C, VOCATIONAL EDUCATION Act-1963 (as amended)

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A Project Conducted Under
Part C of the Vocational Education Act
of 1963 as amended

Project Number 498-AH-60261
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PREFACE

Graduate Vocational Teacher Education within the College of Education at the University of Northern Colorado was awarded an USOE Project under Public Law 90-576, Part C, Section 131(a)--Research and Training--of the Vocational Education Act of 1963 as amended. The project entitled Adult Vocational Education Research and Development had three thrusts:

1. Conduct a series of literature searches related to adult education and complete a series of related studies entitled:

   * An Assessment of Characteristics of Cooperative Agreements Between Postsecondary Educational Institutions and Business, Industry, and Labor.

   * A Historical and Descriptive Study of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions.

   * Development of an Instrument to Assess Employer Sponsored Career Development Programs for Sub-Professional Employees.

2. Conduct a Colorado Postsecondary Adult Cooperative Vocational Education Conference at UNC, January 25-28, 1977.

3. Develop instructional modules for the improvement of content and delivery of university graduate-level introductory instruction in adult vocational education.

This study represents the research findings of thrust one concerned with A Historical and Descriptive Study of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions.

Louise J. Keller, Project Director Lois W. Bennett, Co-Director

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This research endeavor was guided by the Colorado Adult Vocational Education Research Steering Committee and the Graduate Vocational Teacher Education Research Council at UNC. The staff of Graduate Vocational Teacher Education wish to commend the following individuals who helped us reach our project goals and objectives.

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FOREWORD

As part of its interest in and support of studies in vocational education, The College of Education continues to pursue and engage in research and development activities that contribute to the betterment of vocational teacher education. This research study was conducted by Colorado adult vocational educators, with the assistance of representatives of state educational agencies, Colorado business, industry, and labor.

Dr. Louise J. Keller, Dr. Lois W. Bennett, Professors of Graduate Vocational Teacher Education and Dr. Sam Houston, Chairperson, Professor of Research and Statistical Methodology at UNC are to be commended for their efforts to facilitate the research studies. The university extends special thanks to the following graduate students who have worked as a team the past year on the various adult/postsecondary thrusts: Charlene R. Collins, Edna E. Peart, Anita T. Salazar, Larry S. Warner, and Michael Victor Weerts.

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ABSTRACT

Peart, Edna Elizabeth. "An Assessment of Characteristics of Cooperative Agreements Between Postsecondary Educational Institutions and Business, Industry, and Labor." Published Doctor of Education dissertation, University of Northern Colorado, 1977.

This is a descriptive, status study designed to research the following questions concerning adult cooperative education agreements: (1) What types of cooperative agreements exist? (2) Is it possible to identify some of the most common characteristics found on written agreement forms and can these common elements be considered important or essential to any agreement? (3) Is there a discrepancy between what is advocated in the literature concerning cocperative agreements and what is currently being practiced? (4) Are there alternatives to writing formal written agreements?

Agreements were collected from the State of Colorado by means of interviews and surveys. Other agreements were obtained from the literature review and mail survey sent to a purposeful group of 97 colleges in the United States who had operating cooperative education programs. The 63 forms collected for this study included 16 from Colorado, 10 from the literature, and 37 from the national scene. Responses indicated that there were few written agreements being utilized in comparison to the number of programs surveyed.

Types of agreements found were the apprenticeship agreement, work-study agreement, traditional agreement forms, behavioral objective type and civil service agreements. Examples of these are found in the

Appendices. Many agreements are short, concise forms that represent understandings rather than formal legal contracts. A significant number of agreements now require that specific, measurable objectives be written for the students. Oral agreements are still used as the basis of many existing postsecondary cooperative education programs in Colorado and through out the nation.

A total of 151 different characteristics from the 63 agreement forms were tabulated into a frequency chart. Essential characteristics which constitute an agreement were not determined. Of the total 151 characteristics identified only 32 appeared on 20% or more of the agreements. Related categories were developed and could serve as a guide for constructing agreement forms. The categories were: (1) program information; (2) objectives; (3) signatures; (4) student information; (5) student's responsibilities; (6) employer's information; (7) school's responsibilities; (8) employer's responsibilities; (9) joint responsibilities; and, (10) employer's requirements.

In spite of the fact that the literature advocates that all cooperative agreements be written there is still a substantial number of cooperative education programs that rely on oral agreements. Writers in the field of postsecondary cooperative education state that agreements should be written to meet the goals and expectancies of all involved parties to communicate the purposes, obligations, responsibilities, and evaluation procedures. Cooperative agreements, according to these authors, are becoming more essential for documentation of credit given for work experience in the trend towards lifelong learning and more competency-based education. Accountability for the educational

value of the cooperative experience is also mentioned as evidence of the need for written understandings between the cooperative parties.

Alternatives to writing agreement include the matching of the students' competencies to the published job description of employers. Determination of credit is then based on the job description, work attendance reports, evaluation completed by the employer, and the students' own perception as indicated by student reports. Other programs rely on close communication between the college coordinator and the employer on the students' progress on the job. This method may or may not require the student to write objectives for the education/work program.

CHAPTER I

INTRODUCTION

The 1970's have brought a new challenge to postsecondary educational institutions across the nation. More people than ever before are flocking back into the classrooms. Due to the rapidity of change that is occurring in our society today more demands are being placed on these institutions. Never before has there been a greater need for occupational training.

The demands being placed on postsecondary institutions are changing and this is partially due to the characteristics of the postsecondary student population. The students are homogeneous in that their educational needs are similar. They are desiring an education that will be relevant to a career or working situation. Because students are demanding more career oriented studies, the gap is closing between what institutions of higher education offer and that which is provided by vocational schools or community colleges. Although the nature of the students' needs are more homogeneous, the new student population itself is more heterogeneous. This new population includes first generation college students, minorities, working adults, and mature women desiring to enter, or return to the occupational world.

Not only are postsecondary institutions responding to the needs of a different student body but they are also becoming more sensitive to the needs of the employers in the community. Many writers in the

educational journals are calling for more community cooperation as the task of educating future employees is becoming overwhelming. Tyler (1975 p. 17) states that the problems of education are becoming so complex today that the schools cannot solve them alone. High on his agenda for "Tomorrow's Education" is a way to develop stronger links between the schools and the other major agencies in the community. In part, Tyler sees that these moves will be dictated by the fact that as society's increasing complexity places an increasing premium on knowledge and skill, the demand for education will exceed the ability of the schools and colleges to handle the job alone.

In the past, much of the vocational training was done at the secondary level. Some of this training was facilitated through cooperative educational programs, where students attended school a half day and worked the other half at a paid job within the community. The secondary cooperative educational program was developed with a mutual understanding between school officials and employers. This arrangement was secured through a cooperative agreement signed by the three parties--student, school official, and the employer.

The high schools today are having difficulty providing all of the specialized, highly technical skills required of today's workers. Postsecondary institutions are becoming more vocationally oriented to meet the needs of students who have not been trained for employment at the high school level or for those who need retraining in a new skill area. New programs are being created and others expanding in vocational-technical schools, community/junior colleges, proprietary schools and also at the level of higher education. Career development is becoming a higher priority at all levels of education.

In the past few years one has seen a rapid increase of public vocational schools (often referred to as Area Vocational-Technical Schools). These facilities teach occupational related training to persons age 16 or over. These vocational schools can provide services for a larger group of students coming from various areas within the boundaries of a local school district.

The proprietary schools are private adult vocational educational facilities designed to teach highly specialized and often technical skills. According to Burke (1974, p. 124) the strength of the proprietaries is due to the fact that they are "market responsive enterprises that must satisfy their consumers to stay in business." The tuition is very high when compared with the public vocational schools. Yet the proprietaries continue to draw a large student body in spite of their higher tuition as they can provide a unique program of vocational training for adults.

Community college educators are concerned today about attempting to accomodate the massive influx of students. Gillie (1973, p. 63) relates that the postsecondary institutions are searching for strategies of adjustments, improvements and innovations to meet the needs of their current enrollees. Most of these colleges now have the "open-door policy" that provides opportunities for adults to get any training or education offered without meeting rigid entrance/exit requirements. Many of these colleges today are struggling to implement education/work programs which will provide meaningful career development.

Schools of higher education are also responding to the needs of society and the student. The Carnegie Report on Higher Education

"Less Time, More Options" (1971) recommends that colleges and universities should make greater use of off-campus learning experiences. This report recognizes the need for change within the educational system due to the fact that students' needs and demands are in transition. Personnel of higher education are beginning to realize that their students need more career development opportunities than can be provided within the structure of the classroom. Institutions of higher education are turning to outside sources that can aid the individual in gaining the career and/or professional skills needed for employment. Therefore, they have gotten more involved in cooperative education as well as the two year institutions.

Figures published by the National Commission on Cooperative Education, in a pamphlet entitled: Undergraduate Programs in Cooperative Education in the United States and Canada (1976, Fourth Edition, p. 1) show the phenomenal growth of cooperative education programs in the last fifteen years. This booklet reports there were only 65 programs in 1961. In 1973, the first edition of this pamphlet, reported 576 programs The current 1976 listing is 1,030 programs of which 855 are known to be operational and the remaining 175 are either planning or about to implement cooperative programs.

The expansion of cooperative education programs in recent years illustrates the effort being made at the postsecondary level to integrate classroom theory with some type of "on-the-job training." This concept of cooperative education is consistent with the philosophy of learning by doing--learning through actual experience. A basic idea of John Dewey has particular relevance for shaping a cooperative educational model at the higher education level. Lewis Mayhew (1974,

p. 19) highlighted the central purpose of cooperative education when he quoted Dewey, "The vocational component has tremendous potential for the liberalizing of experience and a vocation would give the individual a sense of identity and meaningful relation with society." What Dewey was suggesting as educational purpose was not so much the technically or vocationally trained individual as he was the educated person. When cooperative education becomes a catalyst, a synergistic approach which encourages action, with reflection upon action, the outcome is evidenced by the deveopment of an "educated person." What can emerge from this instructional plan is the educated person who has mastered skills necessary for his multiple roles in society. In many respects, Mayhew notes that cooperative education programs when carefully carried out, "epitomizes Dewey's view on vocational education." The work experience is clearly central but in such a way as to assign meaning to the students' learning.

Education/work programs are called by a variety of terms such as cooperative education, work-learning programs, work-experience, apprenticeships, internships, and/or practicums. Whatever the term, the educational experience is designed to enhance an individual's career development with planned, directed, and supervised programs outside the classroom environment. College credit may or may not be given for the work. However, in order for the work experience to be educationally related and meaningful to the classroom instruction, it requires some type of planned mutual agreement, oral or written.

The direction that work experiences take is dependent upon the agreements or understandings reached between the cooperating parties. Some programs are planned with only oral agreements. Others clarify

the conditions of the program through written memorandums or letters of agreements. Also, there are formal written agreements that elaborately state purposes; obligations and responsibilities of all the involved parties; and, contain the mechanisms for evaluating, changing, or altering assignments. Regardless, of the type of agreement, cooperative programs are based on understandings between two or more individuals.

Statement of the Problem

The rapid growth and changes of adult education programs are placing greater burdens on the postsecondary institutions today. Educators in the fast expanding adult cooperative education fields are desiring answers to many questions concerning agreements. The existing research concerning agreements is inadequate.

One concern of these educators is the use of the cooperative agreement in education/work programs. Dr. William F. Pierce (1975) then Deputy Commissioner for Occupational and Adult Education, U.S. Office of Education, listed his first priority for cooperative education as being a program which becomes visible through a documented training agreement.

This research, therefore, is descriptive in nature which utilized various research techniques for a status type study. The study generated some answers to the following questions concerning cooperative agreements: (1) In the field of cooperative education at the postsecondary level, what type of agreements are being used between educational institutions and employing agencies to facilitate cooperative education programs? (2) Within the wide variety of cooperative education programs existing in the United States

today there exist many kinds of agreement for communicating the mutual arrangement for integrating school and the world of work. Is it possible to identify some of the most common characteristics found on these agreement forms and can these common elements be considered important or essential to any agreement? (3) Written agreements have long been advocated as the most efficient way of documenting the cooperative education programs. Is there a discrepancy between what is advocated in the literature concerning agreements and what is currently being practiced? Also are there alternatives to writing formal written cooperative agreements?

Purpose of the Study

The purpose of this study is to present an accurate description of the most prevailing types of cooperative agreements; to describe and identify the important variations of the characteristics; and, to cite wherever possible some of the unique as well as the most common elements of the agreements. Also what will be considered is whether any characteristic is essential to an agreement. The study will provide a review of the relevant literature regarding cooperative agreements.

Originally the intent of this research was to assess the post-secondary cooperative vocational education agreements in the State of Colorado. The agreements were to be obtained by interviews and surveys. As the investigation proceeded the number of agreements collected from Colorado was not sufficient. A national survey was then collected to obtain cooperative agreement forms.

Limitations of the Study

The work included in this research is limited to: (1) cooperative agreements this writer was able to collect from postsecondary education/work programs in the State of Colorado through interviews and surveys; and, (2) cooperative agreements received in response to the national survey. All administrators of postsecondary cooperative vocational education in Colorado were contacted through survey. The institutions surveyed at the national level were limited to a purposeful sample of postsecondary facilities who were listed in the booklet published by the National Commission on Cooperative Education entitled: Undergraduate Programs in Cooperative Education in the United States and Canada, (1976, Fourth Edition). Only those institutions in the United States with an enrollment of at least 100 students in cooperative education and offering one or more vocational education programs were chosen. These schools with a larger enrollment were selected because it was assumed that they would be most likely to use written agreements in their cooperative education programs. To be included then the agreement must be from one of the following educational institutions within the United States: (1) Apprenticeship Programs; (2) Colorado Adult Proprietary Schools in the Denver Metropolitan Area; (3) Colorado Public Vocational/Technical Schools; and (4) Private and Public Postsecondary Educational Institutions in the United States.

The analysis of agreements is limited to written ones as it is virtually impossible to empirically identify the characteristics of oral agreements. The readings were selected because they refer to

cooperative agreements that are a part of the cooperative arrangement between an adult educational facility and an employing agency. Agreements from the secondary level were excluded.

This study does not include the mass number of agreements that exist between two educational facilities for the purpose of training teachers, or for providing other professional services that many universities or colleges provide for local school districts. Letters of agreements or memorandums written for specific educational institutions are also excluded.

Definition of Terms

The terms used for this study are presented as follows:

Adult. Any individual beyond the age of compulsory school attendance who is not attending full time secondary school.

Adult Education. Instruction and services provided to meet the unique need of individuals beyond the age of compulsory school attendance. In this paper it may be used interchangeable with postsecondary education.

Apprentice. A worker who is learning a recognized occupation in accordance with a written apprenticeship training contract. The agreements are between the learner and the employer and provides for a given period of planned work experiences through employment on the job, supplemented by appropriate related instruction.

Cooperative Agreement. An understanding involving three parties: the student; the employer; and a representative of an educational

institution. The purpose is to ensure a mutual consent of the education/work program activities. It may also be referred to as a training agreement.

Coordination. It is the process that a teacher/instructor uses to combine classroom education with career development experiences in the world of work into a meaningful, productive, learning situation.

Education/Work Programs. This is an "umbrella" term which describes a variety of arrangements, either paid or unpaid, whereby students are involved in real work environments. It includes cooperative education and other work experience programs.

Employer. A generic term representing the organization which will employ the cooperative education student.

Occupational Education. This is a generic term used to describe education for all wage earning pursuits ranging from semi-skilled through professional preparation.

Postsecondary Institutions. Public supported or private educational facilities which serve adult learners and are classified as: (a) community/junior colleges; (b) higher education; (c) local school districts with adult vocational programs; (d) proprietary schools, and, (e) public vocational technical schools.

Teacher-Coordinator. A member of the school staff who teaches the related and/or occupational subject matter involved in education/work programs and coordinates the classroom instruction with the employment site training.

Training Plan. A detailed listing of jobs and tasks which the student shall be expected to perform and the specific sequence of

training the teacher-coordinator will provide in the classroom. May also include performance objectives of the specific job assignment.

Training Supervisor. The individual on the job who directs the training experiences of the student.

Vocational Education. This refers to a prescribed program focused on the preparation of individuals for specific areas of employment which require less than a baccalaureate degree and planned under the guidelines of legislative mandates and controlled by a State Board for Vocational Education. (Bennett, 1975, p. 230)

Summary

Postsecondary education today is striving to meet the changing needs of their students. A large number of the student population desires to gain practical career development experiences related to their education. Schools are responding with an increase of education/work programs. A part of the education/work program is the cooperative agreement which defines the basis for the educational experiences outside the classroom.

The study is concerned with types of agreements used at the postsecondary level of cooperative education programs within the United States. Agreement forms were collected through a variety of methods and the characteristics of these agreements were assessed in an attempt to provide useful information for administrators, coodinators, or instructors of education/work programs.

Chapter II contains the review of previous research endeavors concerning adult cooperative education agreements. A collection of other material is included in the review.

CHAPTER II

REVIEW OF RELATED LITERATURE

Little has been written on postsecondary cooperative agreements. The emphasis in the past has been on vocational education at the secondary level and this writer found more literature concerning written cooperative agreements at the high school level. This research, however, disregarded readings concerning secondary cooperative agreements and attempted to focus only on the adult level. Most authors distinguished between the two levels. Occasionally the material was not identified and it was assumed that the same arrangements could be utilized at any level with perhaps slight adaptation.

Few materials were found in the computer searches relative to adult cooperative agreements. Therefore, unique and unusual sources have been selected for review of information relevant to the characteristics of cooperative agreements between public, private, and proprietary adult educational institutions and business, industry, and labor.

Only one research study specifically related to adult cooperative vocational education was identified. This was recently completed at the Center for Vocational Education at The Ohio State University. The research endeavor found that agreements exist in either the formal (legal) type or in the informal letter, memorandum, or listing of activities type. Granger, Moore, and Winkfield (1975b) reported that

the formal legal agreements, although desirable under specific circumstances, may be intimidating to one of the parties. The needs and desires of the cooperating parties should be the determining factor of the type of agreement to be used. Informal agreements, these authors found, served the purpose as long as they stated the goals, objectives, activities, location, times, and expected outcomes of the adult cooperative work experience.

Granger, Moore, and Winkfield, (1975b) declare that written agreements should be a starting point in the cooperative arrangement. They should specify the WHO, WHAT, WHERE, WHEN, and HOW as follows:

WHO. . . Who has the responsibility for program activities?

. . . Who will be the participants?

WHAT . . What are the program goals, objectives, and activities?

WHERE. . Where will the program take place (on/off plant site)?

WHEN . . When will the program be offered?

HOW. . . How will the program be offered?

. . . How will the program be evaluated?

. . . How will the program be financed?

. . . How do cooperative parties know the program is completed?

. . . How much does the program cost the cooperating parties and the participants? (p. 35)

This list provides cooperative education personnel an easy reference for coordinating the purposes, responsibilities, and methods of establishing a cooperative arrangement to the mutual satisfactions of the students, the employers, and the educational institutions.

Writing the provisions of a mutual agreement can eliminate the misconceptions that may be perceived when only oral agreements are effected.

In another section of this Ohio State Research, Granger, Moore, and Winkfield (1975c), stressed the importance of documentation of understandings in cooperative adult education programs. The authors approved informal type agreements as long as all parties have copies and the agreements contain the five following basic elements: (1) the overall objectives; (2) the scope of the work; (3) the personnel for directing and conducting the program; (4) the resource commitment of each party; and, (5) any other expected source of assistance. Communication of program goals can be facilitated with these five characteristics. (p. 45)

There appears to be a discrepancy in what these authors, Granger, et al (1975b and 1975c), stated should be and what they found in their case studies. In the adult cooperative education programs that Granger, et al. (1975a) investigated there were less than one-fourth that had any type of written agreements. Yet the authors stressed the importance of having understandings between the parties in writing. The commitment to the cooperative venture was strengthened, they thought, when a written agreement was present. Agreements, according to the study, (Granger, et al. 1975b) also enrich such program components as publicity, publication, recruitment, and evaluation. The many advantages listed in favor of written agreements seem to indicate that programs are greatly improved when they are used.

There has probably been more written about the importance of agreements in the health occupations field because of the complexity of the nature of the field as well as in the clinical setting where the work experience takes place. In an intensive study of the function of written agreements in the health field, Moore, Parker, and Norse (1972), state that agreements have three essential elements--the purpose, the obligations, and the procedure. (p. 43) All agreements should include these three components to alleviate misunderstandings on the part of the educational institution, the student/learner, and/or the cooperating agency.

The same authors (Moore, et al. 1972), declare that not any one model or form can exist for all programs, but rather all written agreements must be individualized to fit the particular needs of the programs and individuals concerned with that program. With this belief the writers list guidelines for developing agreements rather than presenting one form as an exemplar. The guidelines listed eight steps to be followed from the pre-planning state to the actual writing of the contract as follows: (1) purpose of cooperative arrangement; (2) objectives of each party; (3) mutual promises and joint responsibilities; (4) university's rights and responsibilities; (5) center's rights and responsibilities; (6) students' rights, responsibilities and obligations; (7) mechanisms for continued cooperation, regulation, review or termination; and, (8) signatures and dates. This list might provide an outline for educators, especially in the health occupations field to follow as they set up training facilities. But the outline could also be used with other programs changing item number 5 to the employers' rights and responsibilities. (p. 50)

Written agreements are considered as having many more advantages than oral ones. Moore et al. (1972) gives five reasons why written agreements have advantages over verbal ones as follows:

1. Written agreements strengthen the relationships between the parties by clarifying situations, improving understandings, and solidifying arrangements.
2. The written agreement more clearly defines the duties of each party--thus serving as a guide.
3. A written contract is most helpful in clarifying the legally binding relationships and avoiding misunderstandings.
4. The written contract provides the mechanism for administration, evaluation, review, modification, and concellation.
5. The written contract clarifies the understanding that has been agreed to in advance. It is a mechanism for informing a larger group of people in both agencies of the arrangement agreed upon by a limited number of people. (p. 41)

Two guides written in the middle 1960's provide information for developing written agreements within the nursing field. A four page model agreement from the Florida State Department of Education entitled: A Guide for Developing an Agreement Between the School and the Hospital, (1965), lists seven characteristics of agreements. These are: (1) general provisions; (2) the school's responsibility; (3) the hospital's responsibility; (4) the school's policies; (5) the request for withdrawal of students; (6) discontinuance of the agreement; and, (7) the availability of copies of the agreement. (pp. 1-4)

An example of a two page model agreement from the New York State Department of Education is found in A Guide To Selection of Clinical Facilities for an Associate Degree Nursing Program, (1966). The guide includes the following topics: (1) the procedure for clearing assignments of students to the agency; (2) the handling of disciplinary problems; (3) the extent to which the agency provides resource persons for the program; (4) emergency care for instructors and students while in the agency; (5) the extent of the compliance of students and instructors with hospital regulations; and, (6) legal protection for students and instructors while in the agency. (pp. 14-15)

Guidelines written for community colleges in the State of Washington suggest a training agreement which clearly specifies the responsibilities of the employer, student, and college. Dopp and Nicholson (no date), advocate that the following dimensions be included in the agreements for cooperative vocational education programs at the postsecondary level: (1) the duties of the student; (2) the number of hours to be spent on job; (3) the responsibilities of the student for: 3.1--Notifying the employer in case of unavoidable absence; 3.2--observing safety rules; 3.3--observing business etiquette; 3.4--cooperating with the supervisor; 3.5--attending classes regularly; (4) the responsibilities of the employer for: 4.1--training and supervising the students; 4.2--providing a variety of learning experiences; 4.3--recording student's attendance and progress in learning; 4.4--obeying wage and hour laws and safety regulations; (5) the responsibilities of the college for: 5.1--providing related instruction; 5.2--providing overall supervision and coordination of

the program; 5.3--selecting capable students who will profit from the program. (p. 11) This outline is quite specific and detailed and could be used in a variety of programs.

The New Jersey Cooperative Distributive Education Programs, (Schwartz, no date, p. 18), require that a detailed training plan must accompany the cooperative agreement. The agreement primarily lists the responsibilities of the employer. The training plan includes the responsibilities of the employer. The training plan includes the responsibilities of the student and the school. The training plan can be revised, changed, or updated at any time, while the cooperative agreement may remain unchanged. This procedure is supported by other educators in the field of cooperative vocational education. Many secondary cooperative programs have been established in this manner.

In the operation of work experience programs in Oregon, Dymond & Ball (1974), state that training plans and agreements are becoming more important. An alternative which these authors suggest is that an "outline" of possible on-the-job experiences could be given to the employers. From this outline, the employers could select the activities that they consider appropriate for their particular place of employment. The employers could also add any other learning experiences suitable for their training facility. The learning experiences should of course, be sequential and provide new opportunities for the student. The outline suggestion does give the employers a choice that might create better relations with the educational institution.

Many of the postsecondary cooperative educational endeavors are combining the training agreement with a training plan into one form.

The Resource Guide for Administrators and Coordinators of Cooperative Work Experience Education in California Community Colleges, (1975-76) combines the training agreement with the statement of defined outcomes which specifies the learning objectives for the period into a single form. They recommend this approach as an effective technique for securing the commitment from the school, the student, and the employer to the specific learning objectives. The students write the objectives with the guidance and assistance of the coordinator but they must be approved by the employer as achievable within the scope of their employment.

This approach is also recommended (Heerman, 1973), as being a beneficial way of committing all parties to the educational parameters of the program. Heerman states that the success of the California Community College Cooperative Education Programs verifies that this cooperative arrangement is effective. The author refers to these as behavioral objective models. He does, however, add that some other elements might be added to agreements to make them more effective in certain situations. Included would be: (1) address and telephone number of all; (2) students' rate of pay; (3) the beginning and ending dates of the work experience period; (4) the average number of hours to be worked; (5) conditions justifying a change in the assignment; (6) the student's pledge to remain with the employer for the duration of the period; (7) conditions for terminating the agreement; and, (8) the signature of all parties involved. (p. 105) Heerman is suggesting that these characteristics should be included in written cooperative agreements to dispel the chances of misunderstandings occurring in these dimensions.

Another area where agreements are initiated is in the manpower development training programs. Here the parties to the agreements may be the manpower agency and the educational institution that will be providing the educational training. Or the parties may be the manpower agency and the training facility that will provide the supervision of the on-the-job training for the manpower program designed for a learner. Some forms found in this area are very brief (outline form) or they may be three or more pages.

As a result of the manpower agencies problems in negotiating agreements there has been recent studies developed to assist the manpower official in writing agreements. One of these was undertaken in 1976 when a group of experts in the Health Services field combined their talents with Health Education, Welfare (HEW) Manpower Coordinators, Regional Department of Labor (DOL) Administrators for Employment and Training and Comprehensive Educational Training Act (CETA) Focal Points in the Public Health Field. The book produced from this undertaking is entitled: Health and CETA a Coordination Guide for Health Administrators. (1976) The editors of this book state that "an unwritten agreement is not an agreement at all. It is an understanding and understandings are easily misinterpreted as time goes by. If programs have something worth doing together then it is worth taking the time to record the details properly." Everyone will have invested too much time and energy by the time actual coordination activities are scheduled to rely on memories, impressions, or prior perception of previous conversations according to this book. (p. 44)

The Health and CETA book makes a distinction between a written operating agreement and a legal "enabling" agreement. The editors

state that in the eyes of many, detailed agreements are synonymous with contracts. Because of this belief agrements are frequently avoided as unnecessary or restrictive. In other cases agencies sign contracts establishing the legal basis for coordinating but omit the necessary detailed description of how that coordination will take place. The results according to these writers, is usually confusion and misunderstanding at the operating level, requiring considerable time to discuss what was supposed to happen and in what way. In fact, they stated that the absence of a written operating agreement can cause the project to begin wrong or too late, dooming it from the start. It only takes limited experiences of this nature before both parties are ready to conclude that it is easier to work alone. (p. 44) This becomes a strong argument for the written operating agreement in relation to the manpower programs.

Wilson (1971) notes that a substantial number of postsecondary institutions when establishing arrangements with cooperative employers develop formal contracts. His survey shows that 19% of the schools do so with all employers and 34% do so with some employers. (p. 48) His more recent surveys of postsecondary cooperative programs have not included the cooperative agreement as a part of the survey. This does not indicate that there is less significance to the written agreement.

Summary

There is little available in the literature concerning cooperative agreements. Schools in the past have experimented and worked with cooperative agreements primarily at the secondary level.

Agreements at the secondary level are more abundant than at the post-secondary level. However, this study is limited to the postsecondary level.

There were only two research studies identified that provide guidelines and information for designing and implementing written agreements. Granger, Moore, and Winkfield in their research of adult cooperative vocational education programs found information concerning cooperative agreements. These researchers were advocates of cooperative agreements because they considered them the beginning point in a cooperative arrangement. Cooperative agreements should include the who, what, when, where, and how. Another advantage given for cooperative agreements was that it provides a clear documentation of the mutual understanding regardless if the agreement was formal or informal. These authors approved of informal agreements if they contained the five essential elements. Also other reasons why written cooperative agreements were thought advantageous was that they made allowance for publicity, recruitment and evaluation.

The only in-depth research study that this writer found that was specifically done on cooperative agreements was conducted within the health field by Moore, Parker, and Norse. Three essential components were identified: (1) the purpose; (2) the obligations; and, (3) the procedure. They stressed the importance of these elements as it alleviates the problem of misunderstandings. Their guidelines for written agreements in the health field could be adapted to other vocational areas of study.

Moore, et al., considered written agreements to have many advantages over oral ones. First, agreements strengthen the

relationship through explicit and detailed communication; second, agreements serve as a guide to the duties of each party; third, agreements clarify the legal binding relationships; fourth, agreements provides the parties with procedural guidelines and finally an understanding is reached in advance.

There were another two guides written within the nursing field by the Florida State Department of Education and the New York State Department of Education. The Florida State Department gives seven characteristics of agreements. The New York State Department went further by listing considerations an educator might take into account when surveying an employer for placement.

The guidelines of the New Jersey Cooperative Distributive Education Program is consistent with the community colleges in the state of Washington. The training agreement whether or not it accompanies a training plan must include the responsibilities of the student, employer and college. Many cooperative programs are combining training agreements with training plans, including the defined outcomes and learning objectives.

A health and CETA publication also gave as the most significant advantage to a written agreement was that it provided a record of details that later could not be misinterpreted. Finally, Wilson's survey indicated in 1971 that 19% of postsecondary schools develop formal contracts with all employers and 34% do some of the time. But this should not be interpreted to mean that written agreements are insignificant.

Chapter III will discuss the method of investigation, the collection of the data, and the procedure for analysis.

CHAPTER III

METHOD OF INVESTIGATION

Introduction

The original plan was to assess the characteristics of cooperative agreements used at postsecondary educational institutions in the State of Colorado. As the collection proceeded it became evident that the research would have to be expanded to obtain a sufficient number of agreement forms for analysis purposes.

This chapter reveals the five collection methods used and the procedure for analysis. The five methods used to collect cooperative agreements were: (1) personal unstructured interviews in Colorado; (2) telephone interviews with Colorado Proprietary Schools; (3) Colorado Survey; (4) a national survey letter sent to a purposeful sample of postsecondary cooperative education directors in the United States; and, (5) a literature review.

The method of investigation for assessing characteristics of cooperative agreements between postsecondary educational institutions and business, industry and labor is described below under the following headings: Collection of Data and Procedure.

Collection of Data

Inasmuch as the original intent was to assess cooperative education agreements at the adult level in the State of Colorado, a candid attempt was made to collect as many agreements as possible

from Colorado. The first effort was consultation with the Colorado Vocational Education Research Steering Committee which represents a cross section of postsecondary institutions, businesses, industries, governmental agencies, and organized labor. This Steering Committee guides several major research projects in Graduate Vocational Teacher Education at the University of Northern Colorado. From the committee members' inputs a total of 21 unstructured interviews were conducted in the State of Colorado between August 1976 and March 1977. Unstructured interviews were selected because of their flexibility and were limited to finding the existence of agreements. These unstructured interviews included representatives or officials from the following agencies and institutions: (1) State Board for Vocational Education; (2) United States Office of Education, Region VIII, (USOE); (3) Department of Health, Education, and Welfare, (HEW); (4) Denver Manpower, Prime Sponsor for Comprehensive Education Training Act (CETA); (5) Work Incentive Program (WIN); (6) Colorado Vocational Rehabilitation; (7) Organized Labor Apprenticeship Council; (8) State Legal Services; and (9) Postsecondary Educational Institutions having adult cooperative education programs. These particular interviews provided this study with eight agreement forms.

Other unstructured interviews were conducted in the State of Colorado with the Proprietary Schools. Telephone interviews were selected as the most efficient means of surveying these schools. There were 27 proprietary schools contacted which represents 25% of the total 108 schools listed in the Denver Metropolitan Area. These interviews consisted of calling every fourth school listed in the

yellow pages of the Metropolitan Mountain Bell Telephone Directory, 1975. These proprietary schools were asked if they had cooperative type programs or used cooperative agreements with employers. Only one representative responded that his school used a work-study agreement form with students in the business area. This agreement made a total of nine forms obtained by unstructured interviews within the State of Colorado.

The second method of collection was a two part survey developed and sent by the Graduate Vocational Teacher Education Research Council at the University of Northern Colorado. Part I was sent to administrators of adult vocational education programs in the State of Colorado for the purpose of identifying adult cooperative vocational education programs and their respective coordinators. This survey entitled: "General Information, Administrators, Colorado Postsecondary Vocational-Cooperative Education Survey," and its accompanying letter may be found in Appendix A. The date of mailing was November 1, 1976. Follow-up calls were made by a secretary in order to obtain a 100% response from the administrators.

Response from Survey Part I showed 65 operating postsecondary cooperative vocational education programs in Colorado. The 65 teacher-coordinators of these programs were then sent Part II of the survey entitled: "Teacher-Coordinator, Colorado Postsecondary Vocational Cooperative Education Survey." This survey and the accompanying letter sent on November 30, 1976 may be found in Appendix B. Thirty-five teacher-coordinators responded. No effort was made to increase this response. Of the 34 teacher-coordinator respondents, 15 reported using training agreements between the institution and the employer.

Only 7 of the 15 sent agreement forms with their response. Table 1 below illustrates the responses from the Colorado surveys concerning postsecondary cooperative vocational educational agreements.

TABLE 1

Result of Colorado Survey of Postsecondary Cooperative Vocational Education Programs Concerning Cooperative Agreements

Survey Findings	(N)	(%)
Postsecondary Cooperative Vocational Education Programs Identified from Survey Part I (Administrator)	65	100.00
Postsecondary Cooperative Vocational Education Teacher-Coordinators Responding to Survey Part II	35	53.85
Programs Reporting Use of Agreements Survey Part II	15	23.07
Programs Sending Agreements with Response to Survey Part II	7	10.77

Six of these cooperative agreements received in response to the Colorado survey were from community colleges and one was from an area vocational school. This makes a total of 16 agreements obtained from the State of Colorado. Eight were obtained through the

unstructured interviews, one from the telephone interviews with proprietary schools, and seven from the Colorado Survey of postsecondary institutions.

At this point in the investigation the Colorado Vocational Education Research Steering Committee Members and the Graduate Vocational Teacher Education Research Council expressed concern for the lack of sufficient data for analysis. It was deemed necessary at this time to go out of the State of Colorado in order to obtain an adequate sample of cooperative agreement forms for this study. An arbitrary decision was made to select only postsecondary educational institutions listed in the booklet published by the National Commission on Cooperative Education entitled: Undergraduate Programs in Cooperative Education in the United States and Canada, (1976, Fourth Edition). Two postsecondary educational facilities from each state were chosen if they met the following criteria: (1) had an enrollment of at least 100 students in cooperative education programs; and, (2) had one or more vocational education programs. Those schools with the larger enrollment were chosen for the survey in the belief that those institutions would perhaps have the more stablized programs and would be more likely to utilize written agreements. A purposeful sample of 97 institutions was chosen from the United States. A letter of inquiry (Appendix C) was sent to the Cooperative Education Directors at these 97 schools in December, 1976, and January, 1977. The letters explained the study and solicited copies of agreement forms for use in this research. Fifty-two responses provided a total of 37 agreement forms which could be used in the analysis procedure of this study. No effort was made

to increase the number of returns by follow-up techniques as the number of returns was sufficient for statistical analysis purposes.

A total of 10 agreements were identified from the literature and these were included in the analysis of this research. The literature indicated that these forms were either in use or were advocated for use at the postsecondary level of cooperative education. None of these agreements were from Colorado but are representative of the national scene.

Table 2 reflects the number of contacts made and the number of postsecondary cooperative education agreement forms that were obtained for this study. The sources show that 16 agreements were collected from the State of Colorado as compared to 47 obtained from the national area. This provided the writer with a total of 63 agreements which were used to determine if there were any common characteristics that could be found on a majority of these agreement forms. Table 2 also indicates the number of contacts made were much greater than the number of agreements received.

TABLE 2

Sources of Cooperative Agreements and Number of Agreements Obtained (N=63)

Sources	Number of Contacts Made	Number of Agreements Obtained
Colorado:		
Survey	65	7
Interviews	48	9
National:		
Survey	97	37
Literature	N/A	10
	Total	63

Procedure

The first procedure in the collection of the cooperative agreements was recording the source. The agreement forms were collected by five methods. First, personal unstructured interviews, second, telephone interviews at proprietary schools in the Denver Metropolitan Area, third, by Colorado Survey of Adult Vocational Cooperative Education Teacher/Coordinators, fourth, by a national survey, and fifth, by a review of the literature. Table 2 above shows the results of this procedure.

The agreement forms were numbered from 1 to 63 as received. The numbering proved especially helpful in the process of recording the characteristics and also provided a quick cross reference to the tabulation when the final analysis was made.

A recording of the responses from the national survey provided information concerning the number of schools that utilize written and oral agreements with their adult cooperative education programs throughout the United States. The final tabulation from the 52 responses is shown in Table 3. The results were that approximately 56% of the schools used written agreements in their postsecondary cooperative education programs. Another 13% did not use written agreements except with governmental agencies. Another 2% showed schools using agreements only with students, and finally, 29% of the schools responded that they used only oral agreements with all employers.

TABLE 3

National Survey Responses Indicating Types of Agreements Used at Postsecondary Institutions (Excluding Colorado) N=52

Postsecondary Educational Institutions	(N)	(%)
Using written agreements	29	55.78
Using written agreements only with governmental agencies	7	13.46
Using written agreements only with students	1	1.92
Using only oral agreements with all employers	15	28.94
Total	52	100.00

The next step in the analysis procedure was the intricate process of recording the frequency of all the characteristics appearing on the 63 written agreement forms. The trial analysis

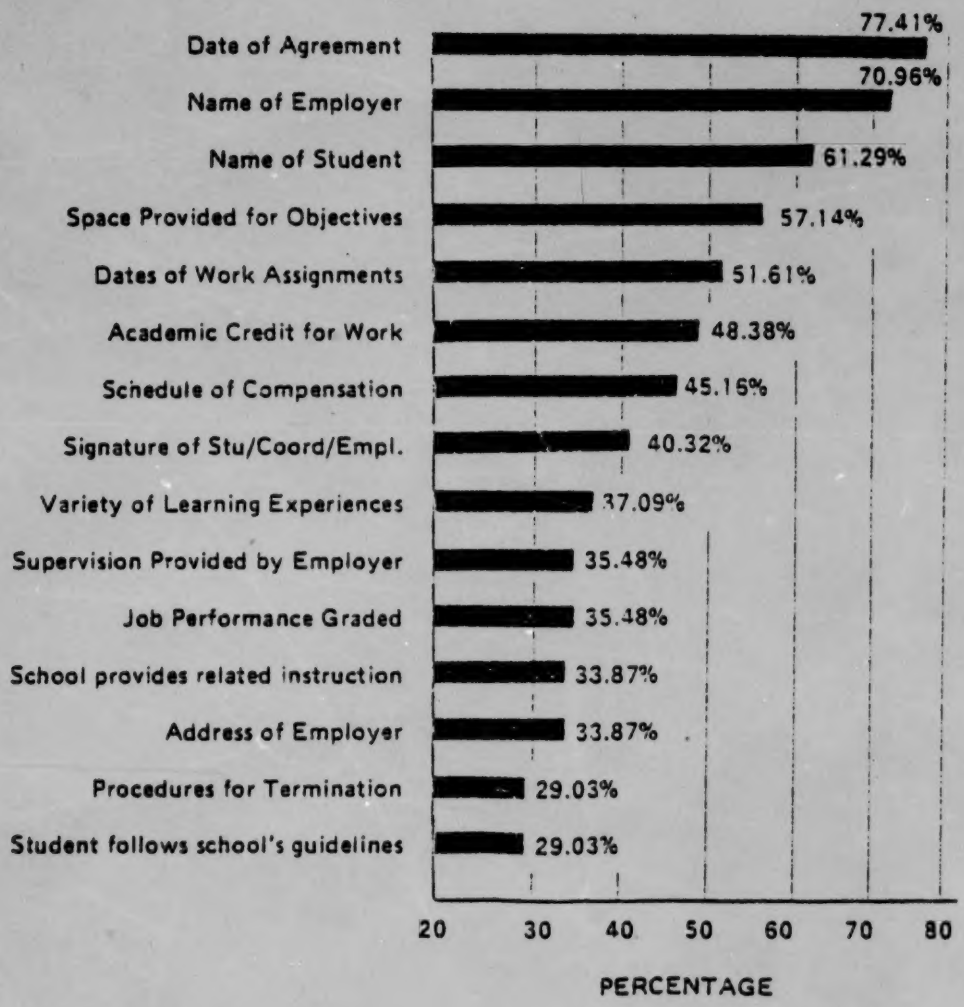
proved that some system had to be established in order to accomplish this task in an orderly manner. For tabulation purposes a separate chart was developed for characteristics relating to each of the three parties--the student, the employer, and the school's coordinator. It soon became apparent that some characteristics would not fit under one of these headings but had to be listed on a chart for joint responsibilities and/or obligations. This chart provided examples of how various persons assumed mutual responsibilities of such tasks as: (1) writing objectives; (2) approving the objectives for the work station; (3) the signing of the agreement; and (4) evaluating the work experience.

After the complex task of recording all the characteristics it was noted that a total of 151 different characteristics had been recorded. Tallies were then made for each individual characteristic and the percentage of the frequencies was determined. All of the 151 characteristics were then listed in order from the most frequent to the least frequent. This listing (found in Appendix D) shows the complete tally of the characteristics.

Originally the intent was to take the characteristics that appeared on at least 50% or more of the agreements and use these characteristics in the analysis and assessment of all agreements. When this frequency chart of all 151 characteristics was completed it showed only five characteristics appearing on more than 50% of the agreement forms. The question arose then whether many of these characteristics could be considered common or essential to any one agreement. In order to secure a sufficient number of characteristics for analysis purposes

it was necessary to use those that appeared on at least 20% of the agreements. This list of 32 characteristics appearing above the 20% frequency is shown in Figure 1 below.

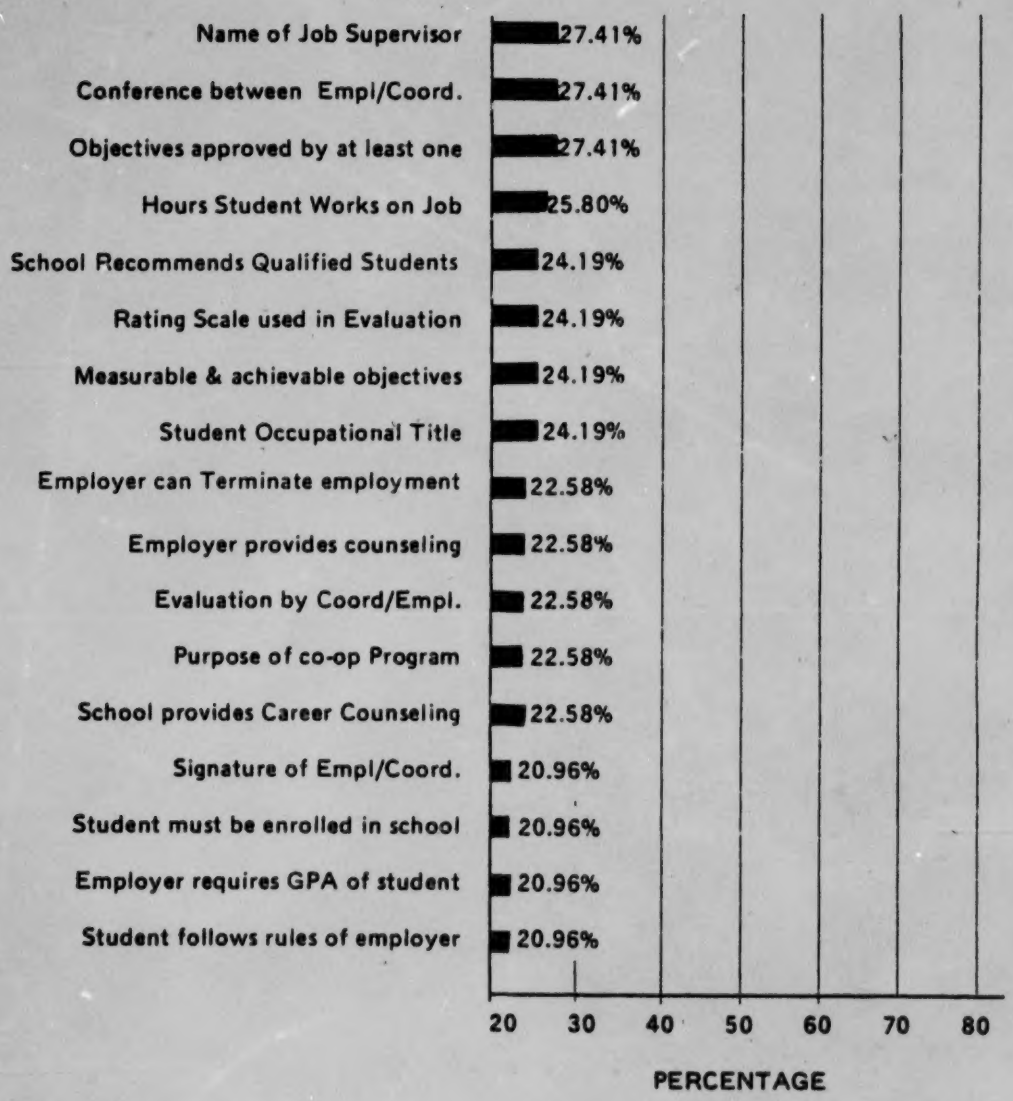
FIGURE 1



Histogram of Percentages of
Frequency of Characteristics on Agreement Forms. (N=63)

Continued —

FIGURE 1 (Continued)



Histogram of Percentages of
Frequency of Characteristics Occurring on Agreement Forms. (N=63)

Summary

It was the original purpose of this research to assess the characteristics of cooperative agreements between Colorado Postsecondary Educational Institutions and business, industry, and labor. But due to the fact that in practice few training agreements were obtained from various Colorado institutions it was considered necessary to broaden the scope of the investigation. Therefore, this collection of agreements analyzed include 16 from Colorado and 47 from the national scene. The five methods utilized to collect these cooperative agreements were as follows: (1) personal unstructured interviews in the State of Colorado; (2) telephone interviews with Colorado Proprietary Schools; (3) Colorado survey instrument sent to all postsecondary cooperative vocational education program coordinators; (4) a letter survey of a purposeful sample of postsecondary cooperative education directors in the United States; and, (5) literature review.

The analysis procedure included recording and numbering all agreement forms received. The source of the form was tabulated as were the total number of responses including those with or without written agreements. All characteristics appearing on cooperative agreement forms were listed in a frequency chart. Thirty-two characteristics appearing above the 20% frequency form the basis for the analysis found in Chapter IV.

CHAPTER IV

FINDINGS

Introduction

The findings presented in this chapter are based on the 63 cooperative agreement forms this writer was able to obtain. These agreement forms are currently being used or advocated for use in post-secondary cooperative education programs. A total of 151 different characteristics were identified on the 63 agreement forms. From this list only 32 characteristics appeared above the 20% frequency.

Chapter IV is organized under the following headings: (1) Analysis of the Thirty-Two Most Frequent Appearing Characteristics; (2) Comparison of Representative Cooperative Agreements Against the Thirty-Two Most Frequent Characteristics of Cooperative Agreements: (3) Written Versus Oral Agreements; (4) Other Interview Findings; (5) Types of Agreements; (6) Titles of Agreements; and, (7) Summary.

Analysis of the Thirty-Two Most Frequent Appearing Characteristics

In analyzing the 32 most frequent appearing characteristics several categories were identified which helped in the synthesis of the findings and later in the drawing of conclusions. Table 4 illustrates these categories as well as shows the frequency of their appearance on the agreement forms analyzed in this research.

TABLE 4

Categories and Percentages of the Most Frequent Characteristics on Cooperative Agreements

(N=63)

Categories	Percentage of the Most Frequent Characteristics
1. Program Information:	
Date of Agreement	78
Procedure for Termination	30
Rating Scale	24
Purpose	23
2. Objectives	
Objectives or Activities Listed	57
Approval of Objectives by One Party	27
Objectives Are Measurable	24
3. Signatures	
Student/Employer/Coordinator	40
Employer and Coordinator	21
4. Student Information	
Name of Student	57
Occupational Title	24

(Continued)

TABLE 4 - CONTINUED

Categories	Percentage of the Most Frequent Characteristics
5. Students Responsibilities	
Dates Student Works	51
Follows College Guidelines	29
Hours the Student Works	27
Follows Regulations of Employer	21
6. Employers Information	
Name of Employer	71
Address of Employer	32
Name of Supervisor	27
7. School's Responsibilities	
Gives Academic Credit for Work Experience	48
Gives Grades for Work Experience	35
Provides Related Instruction	33
Recommends Qualified Students	25
Provides Career Counseling	23
8. Employer's Responsibilities	
Provides Compensation to Student	45
Provides a Variety of Experiences	37
Provides Supervision of Student	35
Provides Counseling for Student	23
May Dismiss Student	23

(Continued)

TABLE 4 - CONTINUED

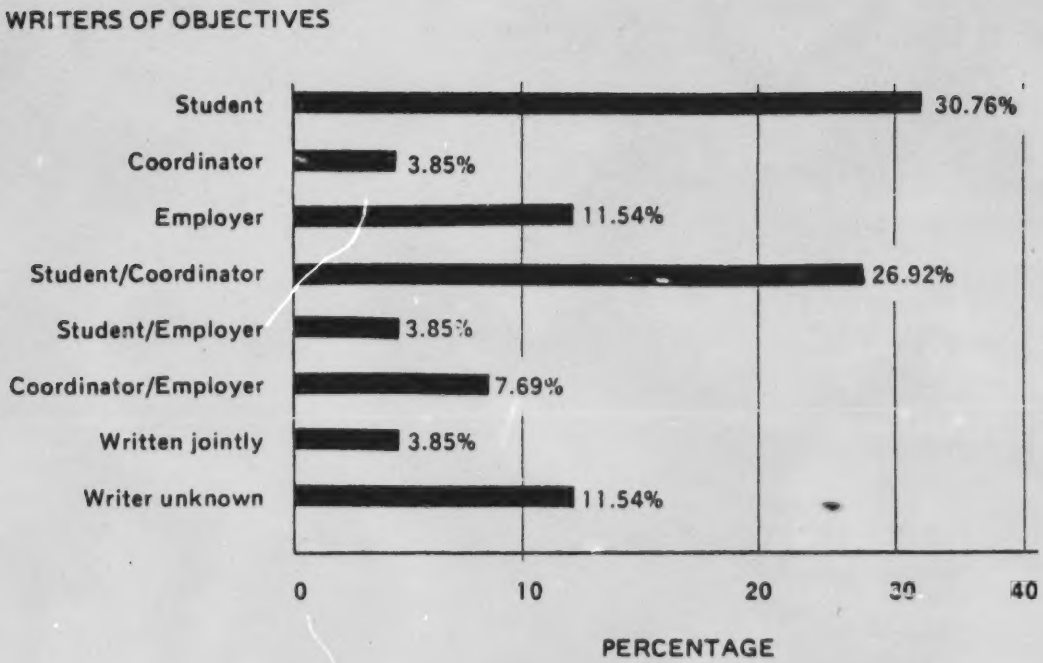
Categories	Percentage of the Most Frequent Characteristics
9. Joint Responsibilities	
Conferences Employer/Coordinator	27
Evaluation of Student	23
10. Employer's Requirements	
Grade Point Average of Student	21
Student Attending College	21

The first category identified was program information which includes such characteristics as the date of agreement, procedure for termination, purpose of the program and a rating scale used in the evaluation. Many characteristics found within the agreements were used for identification and were informative in nature. Concerning the cooperative education program, 78% of the agreements were dated and 32% state the purpose of the program. The purpose of the program was not always specific but usually it stated the purpose or goal of any typical cooperative education program--such as "to involve students in educationally valuable experiences within the realistic framework of the work environment." Some type of procedure for termination was listed on 30% of the agreements. This was typically a condition that could be executed by any of the three parties at any time. This was distinguished from the dismissal of the student by the employer or the withdrawal of the student by the college. This was a termination procedure mutually agreed upon by the cooperating parties. Procedures

used in evaluation of the student was not always outlined on the agreements. A rating scale however, was listed on one-fifth of the agreements reviewed and was the only type of evaluation procedure specified on any of the forms.

One of the basic components found on 57% of the agreements was the description of the working or learning experiences. This listing or outlining of the work experience was done most frequently through behavioral objectives, which occurred on 41% of the agreements. The other 16% of the agreements had the student's activities on the job listed. On the agreements using objectives it was usually designated who wrote them. Several of the agreements did not specify the person writing them, but the majority, 31% had the students writing their own learning objectives. Another 27% had the student along with the coordinator writing the objectives. The other 48% was divided among the coordinator; employer; student; and employer; coordinator and employer; or all three parties writing the objectives. In Figure 2 the percentages of the people writing objectives are given.

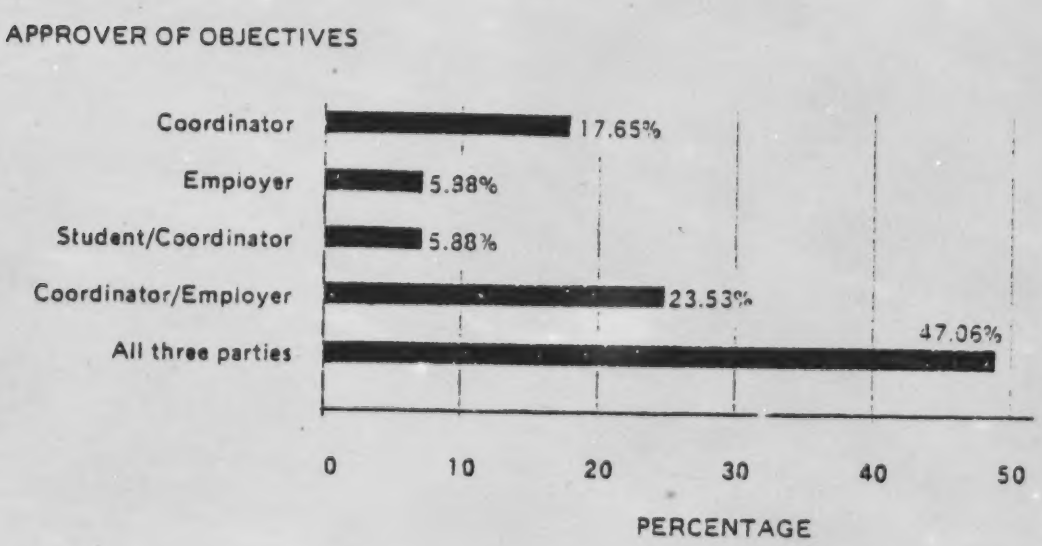
FIGURE 2



Histogram of Percentage of Persons Writing Objectives as Part of Cooperative Agreement Form

Another characteristic that often preceeded the behavioral objectives was the approval of them by either the student, employer, coordinator, or any combination of the three. The approval of the objectives by at least one party occurred on 27% of all agreements reviewed. Of the agreements that listed "approval of the objectives: as a component, 47% required all three parties' approval. The next most frequent characteristics, approval of the objectives, was listed as the responsibility of the coordinator and employer and was listed on 24% of agreement forms. Coordinator alone was the approver on 18% of the forms reviewed and employer alone was on 6%. The student and coordinator, approved the objectives without the employer on 6% of the forms. Figure 3 summarizes the percentages found with this characteristic.

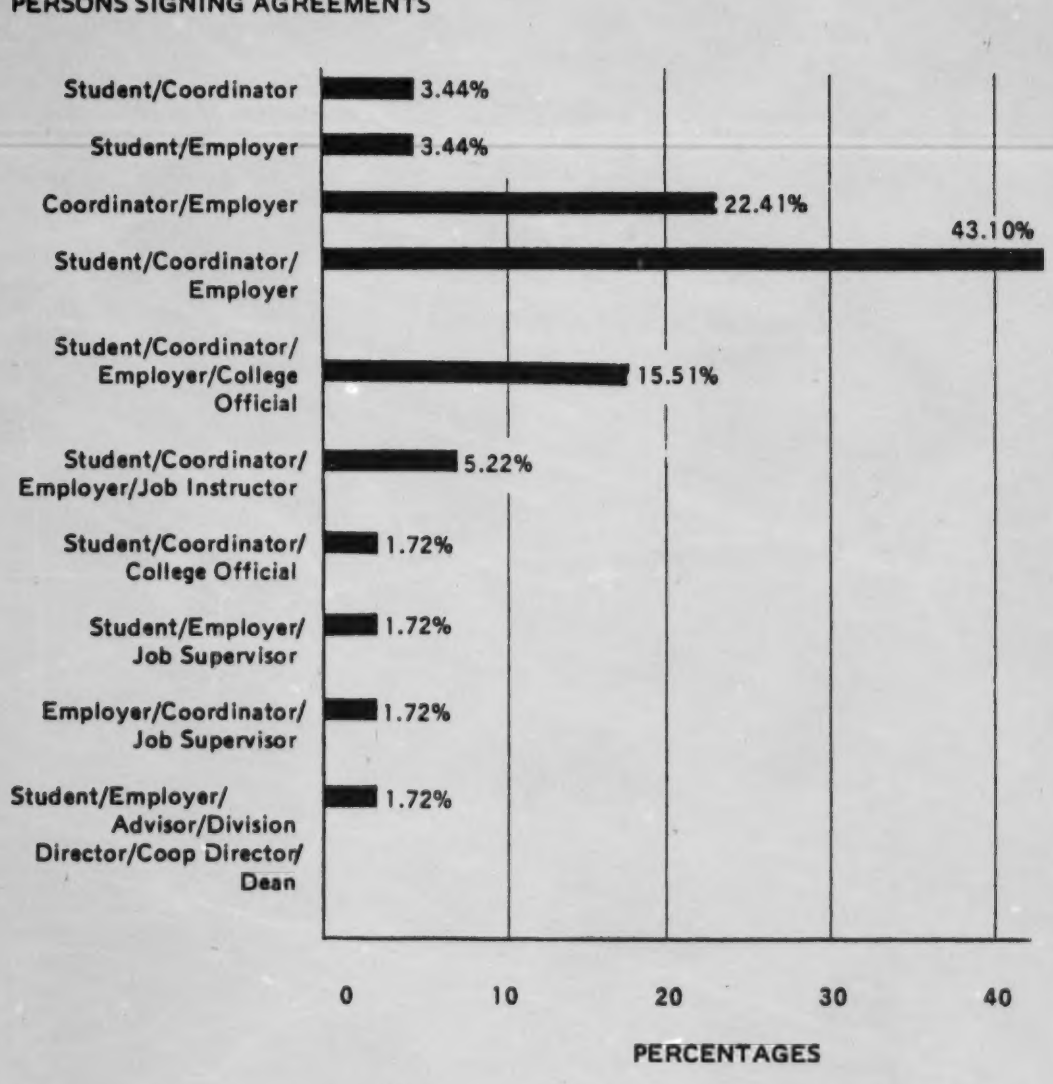
FIGURE 3



Percentage of those approving objectives as part of cooperative agreement forms.

The next category of characteristics identified was that of signatures. At least two persons' signatures were required on 92% of the sample agreements collected. Since cooperative agreements are mutual undertakings it was not surprising that the signature of student, coordinator, and employer was a necessary component on 43% of the written forms. The next most frequently occurring "signature requirement" was of the employer and coordinator. These two signatures were needed on over 22% of the agreements. Figure 4 is included to display the variance among the signatures required on agreements. Other less frequent combinations included other persons as: student, coordinator, employer, and job instructor; student, school coordinator and college official; and, student, employer, advisor, division director, cooperative director, and dean.

FIGURE 4



Signatures of parties appearing on cooperative agreement forms.

The fourth category to be analyzed included the personal information about the student. Among the thirty-two characteristics of agreements appearing most frequently, only two concern information about the student. However, in the less common characteristics many varied statements were listed about the student. The two frequent ones listed in this category included the student's name and occupational title. In writing any type of agreement it is essential to identify the party involved and for this reason it does seem imperative that the student to be employed, would be named. The student's name was included on 63% of the agreements reviewed. This figure is somewhat deceiving since many of the agreements that did not require the student's name, required the student's signature. The occupational or job title that the student would have on the work experience was provided on 24% of the forms. The category headed "employer requirements" really contains information concerning the students and their qualifications. However, since they were specifically stated on the agreement as "the employer's requirements," they have been placed in a separate category.

Within the cooperative agreements analyzed the students have certain responsibilities and obligations to both the employer and to the educational institution. Included in this category, came the student's responsibility to follow the regulations and guidelines of both the employer and the school. From these postsecondary institutions' written agreements, 29% of them expected the student to follow the colleges guidelines. Another 21% insisted the student abide by the rules and regulations of the employer. Within this category, the dates of the students' employment occurred most often. It was found

in the data thirty-two times or approximately 51% of the time. According to the frequency, it was one of the highest ranking characteristics. It appeared fifth out of the 151 characteristics identified. In comparison, only 27% included the scheduled hours the students were to work.

Also information was available in the cooperative agreements concerning the employer's name, the name of the job supervisor, and the address of the business or company. The data obtained showed that 71% of the agreements asked for the name of the employer. The address of employer was required on 32% and finally the name of the immediate job supervisor was identified on 29% of the forms.

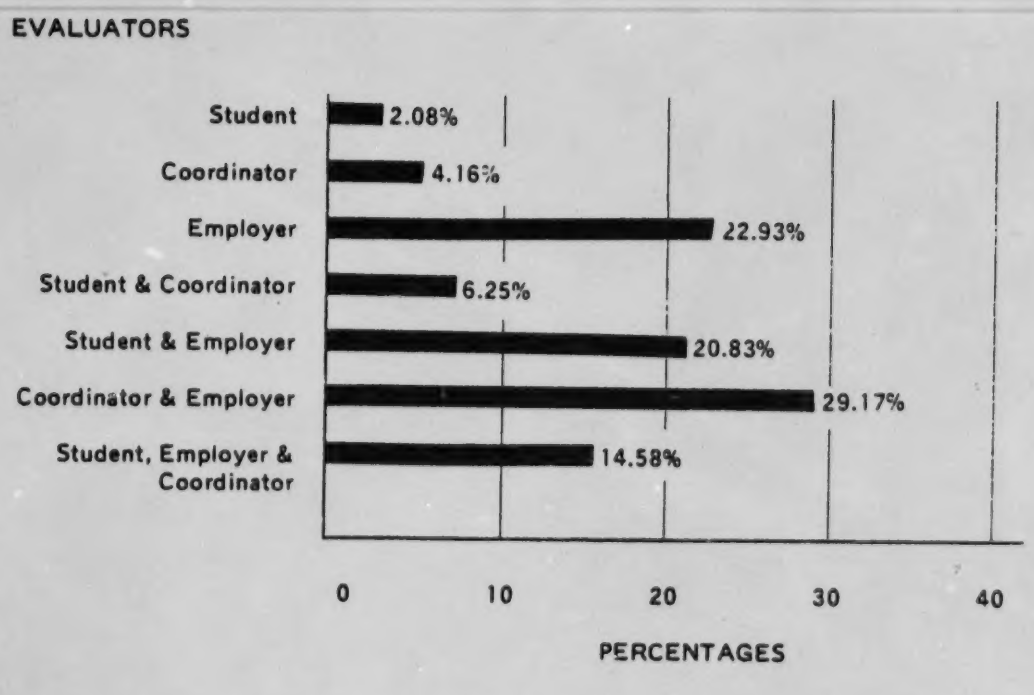
The school's responsibilities included such characteristics as: (1) the issuing of a grade and credit for the students' work performance; (2) recommending qualified students to the employer, (3) providing counseling for the student which related to his career objectives; and, (4) providing classroom instruction which was related to the work experience. The awarding of academic credit was included in 48% of the agreements, with only 38% dealing with the student's grade for job performance. Related instruction was listed on 33% of the agreements and one-fourth of all the agreements gave the school the responsibility for recommending qualified students to the employers. Providing career related counseling to the student appeared on 22% of the forms.

Within the characteristics of each agreement the employer, as well as the student and coordinator had certain responsibilities for the success of the program. On 45% of the forms the employer was to compensate the student for the work performed. The employer was also

required to provide the student with a variety of learning experiences on over one-third of the agreements. It was considered the employers' responsibility to provide the type of learning experiences that would be meaningful and best related to the individual's career goals. Supervision on the job was agreed to on 35% of the agreements and counseling for the student on 23%. The employer was also given the right to dismiss or discharge the student on 23% of the forms.

Under the category of joint responsibilities for the college and employer comes evaluation and conferences. Conferences are usually held to discuss progress or problems of the students' performance at the work station. This may be part of the evaluation process and is listed as a component on 27% of the agreements. Identifying the persons evaluating the students could be considered a very important characteristic for it appeared on three-fourths of the agreements. The evaluation, not unlike the procedure for writing objectives, is done by the students, the employer, coordinator, or any combination of the three parties. Out of all the possible combinations found in the data, the highest percentage of 29 requires that the evaluation be done by the employer and the coordinator. The next highest ranking, was an evaluation done by the employer only, 23%. Evaluation completed by the student and employer occurred on 21% of agreements. Only on 12% of the agreements did the employer not have a role in evaluating the student's job performance. The least frequent evaluators or combinations of evaluators was as follows: (1) student, employer and coordinator, 15%; (2) student and coordinator, 6%; (3) coordinator only, 4%; and, (4) the student as the only evaluator appeared on 2%. The percentages on agreements of the parties evaluating are shown in Figure 5.

FIGURE 5



Histogram of Persons Evaluating student's job performance as stated on cooperative agreement forms.

Comparison of Representative Cooperative Agreements Against the Thirty-Two Most Frequent Characteristics of Cooperative Agreements

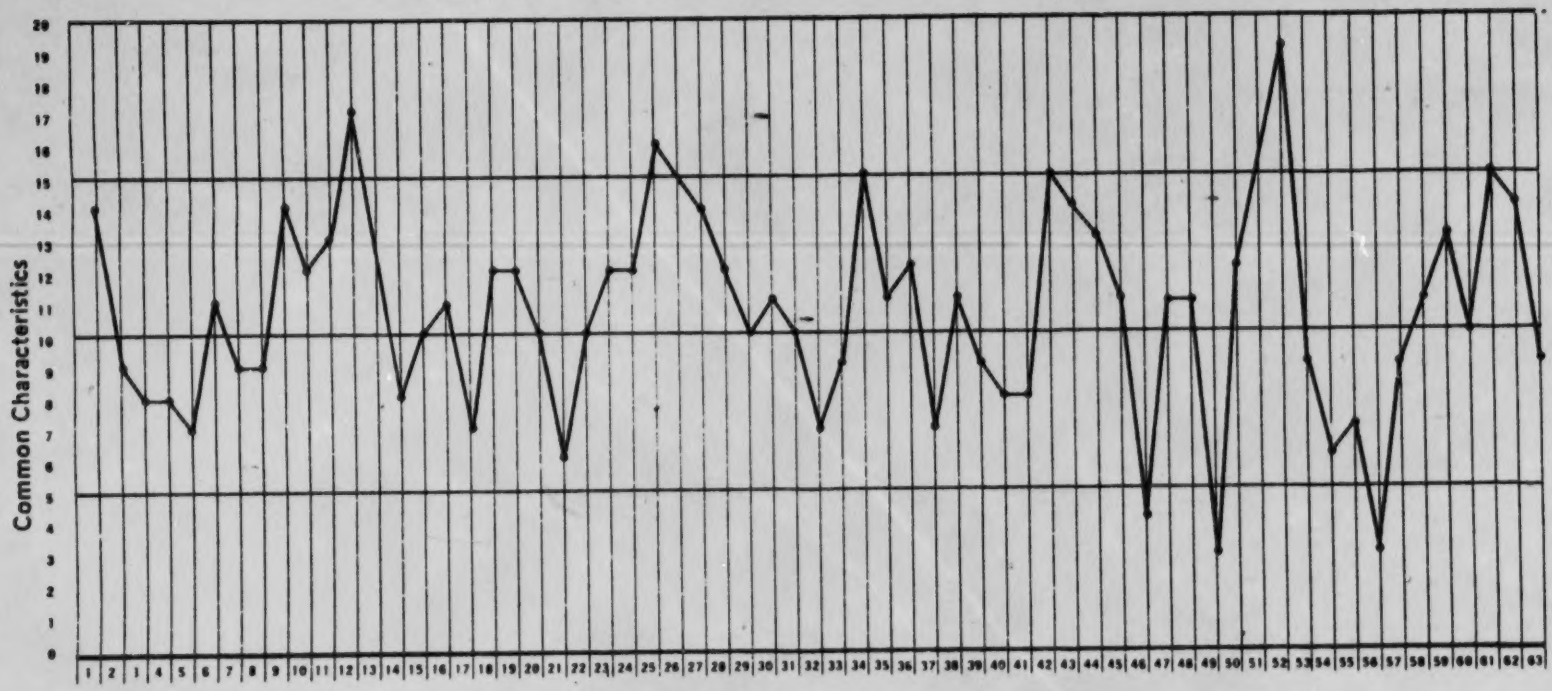
A comparative analysis of the 63 agreement forms against the 32 most frequent appearing characteristics identified in Figure 1 was then made. First a large chart had to be developed showing all 63 agreement forms and the characteristics that appeared on these from the 32 most frequent ones. This chart was then plotted on a frequency polygon, Figure 6 which appears on the following page.

One of the agreement forms had 19 of the 32 most frequent appearing characteristics. This was the most that was found on any agreement. Although this agreement had the highest ranking of any it still had only 59% of the 32 characteristics. Only two other agreement forms had 50% or more of the 32 characteristics. This is another indication that not many of the characteristics could be considered common to any particular agreement form. Another 5 agreement forms had 47% but this figure makes only 8 forms at the high level. The mean shows only 10 characteristics.

The lowest ranking agreement form had only 3 of the most frequent appearing characteristics. This is not surprising to report as one observes that many agreements ranged from a brief outline which listed activities to the complex civil service forms some of which were 4-10 pages in length. This does not mean to imply that the length of the agreement determines the number of characteristics found on it or which characteristics will be present. This study found that a large percentage of the one page agreements showed well above the mean of common characteristics.

FIGURE 6

Frequency polygon showing comparison of all agreements to the common characteristics.



Numbers represent agreements
from various colleges

This study was designed to assess the characteristics found on postsecondary cooperative education agreement forms. This chapter has listed the frequency of all characteristics appearing on the 63 agreement forms that were collected for analysis purposes. It has identified the 32 characteristics that were found on at least 20% of the agreements and made a comparison of these of the total 151 characteristics found on all agreements. Categories were defined for each of the 32 most frequent appearing characteristics. However, there were other findings that this writer discovered that might be of interest and value to readers of this study.

Written Versus Oral Agreements

The interviews as well as replies to the surveys revealed that many adult cooperative education programs use an oral agreement between the educational institution and the cooperating employer. Many college representatives indicated that they do not feel the necessity of asking employers to sign agreements. Rather they are using job descriptions, attendance records at work, visitation to the job site, telephone communication and evaluation forms to determine whether credit will be given for the cooperative work experience. A total of 44% of the respondents from the national survey indicated that they used oral agreements with the employers with the exception of the governmental contracts.

The mail responses indicated that educational institutions had a variety of reasons why they did not use written agreements. The most frequent expression was that the employers objected to the signing of the written forms. Some cooperative education directors

expressed the opinion that written agreements discourage business participation. Other reasons given were that written agreements are "more non-productive paper work" or that "written agreements cause more problems than they resolve." Other college personnel responded that "written agreements are too restrictive of their academic freedom." Many of the postsecondary cooperative education directors who use oral agreements with employers responded that they rely on close telephone communication and on-site-visitations to facilitate close working relationships with employers. Oral agreements usually rely upon the teacher-coordinators' ability to communicate program goals to the employers and also relies upon the employers' evaluation of the work performance for the determination of college credit. All of the cooperative directors contacted stated that their programs were successful without written agreements.

Some interviews concerning written agreements proved enlightening. When Cooperative Education Directors were asked if their coordinators used written agreements, the response was "yes." However, when the individual teacher-coordinators were contacted they stated that they had given up using written agreements as they were deemed too restrictive or that their employers would not participate if they were required to sign agreements. Much of this response tends to point toward a discrepancy between what is advocated in the literature and what is being practiced in postsecondary cooperative education programs in relations to agreements.

Other Interview Findings

Between August, 1976 and March, 1977, a total of 48 unstructured personal and telephone interviews were made in the State of Colorado.

Contacts were made with six members of the State Board for Vocational Education and one member from the State Legal Services (State Department of Education). The Colorado State Board requires a written agreement accompanied by a written training plan as a part of a cooperative vocational education program. These two written documents specify the terms and conditions of the agreement as well as communicating the purpose and educational value of the program including the expected outcomes. The members of the State Board who were interviewed did not consider the written agreements to be legal binding contracts but instead referred to them as "understandings of agreements." They also voiced the opinion that schools should avoid stating some of the provisions that are already provided by State and Federal laws. According to the representative of the State Legal Services there is little reason for an agreement to include such characteristics as minimum wage, workman's compensation, and equal rights issues. These elements are already guaranteed by law. Agreements can be written without stating legal requirements, placing the emphasis instead, on the educational aspects of the cooperative work experience programs.

The Directors interviewed at the State Board provided copies of agreements used at the secondary level. These high school agreements were not included as the attempt has been made to compare only agreements currently being used or advocated for use only at the postsecondary level. Two State Board Directors stated that they were currently in the process of writing manuals for postsecondary cooperative vocational education programs. Another State Board Director expressed his belief that it would be very unlikely that one would find any written agreements at private schools in the State of Colorado.

Two U. S. Office of Education officials at the Region Eight Office in Denver were contacted concerning written agreements. They referred this writer to a Health, Education, and Welfare (HEW) representative who supplied the Health and CETA Book which was reviewed in Chapter II. This book contains an agreement between a hospital and HEW for the purpose of training developmental youths in the food service department of a hospital.

Four representatives, one each from the Labor Apprenticeship Council; Denver Manpower (Prime Sponsor for Comprehensive Employment Training Act, CETA); Colorado Vocational Rehabilitation; and Colorado Work Incentive Program (WIN) were interviewed. An apprenticeship agreement was acquired from the Executive Director of the Apprenticeship Council in Denver. This agreement is between the employer and the apprentice, and approved by the Director of the Apprenticeship Council. Although related instruction at a postsecondary educational institution may become a part of the agreement, it is not specified directly. A copy of this agreement may be found in Appendix E. The agreements shown at Denver Manpower, Vocational Rehabilitation, and WIN were all individually written for specific persons for a particular educational or training station and have thus not been included in this study. No standard form existed at these three offices.

The WIN representative provided a brief explanation of the tax advantage they offer employers. Employers are permitted to deduct 20% of the salary paid to any employee hired through the WIN program. This financial incentive encourages employers to participate and at the same time the government saves on welfare payments.

Thirty-seven other persons were interviewed representing 27 proprietary schools, 3 vocational-technical schools, and 5 postsecondary schools. The 27 selected proprietary schools represented 25% of the 108 private adult schools listed in the Denver Metropolitan Area. From this source only one written agreement was obtained--a work study agreement from a business school. Most representatives interviewed from the private schools expressed confidence that their students were in great demand in the occupational world, and obtained their own jobs either while attending school part-time or after completing their course work. Representatives interviewed from three vocational technical schools related that they do not have postsecondary cooperative education programs. Their adult students already have jobs and are attending school only part-time. Five representatives from post secondary educational institutions were contacted by interview as they did not return agreements with their survey responses. A total of seven agreements were obtained from these postsecondary schools.

Types of Agreements

Of the 63 postsecondary cooperative education agreements collected for analysis purposes in this study many different types appeared. Samples of these are found in Appendices E through I. The types reviewed were divided into the following categories: (1) Apprenticeship Agreement, Appendix E; (2) Work-Study Agreement, Appendix F; (3) Traditional Agreement Forms, Appendix G; (4) Behavioral Objective Agreement Forms, Appendix H; and, (5) Civil Service Agreement Form, Appendix I.

A rather significant 27% of the agreements received for review were the "behavioral objective type." (See Appendix H) This form combined the agreement with the training plan and evaluation form on one sheet of paper. Most legal terms seen on some agreements were not on these agreements. Objectives were the heart of this form. Signatures indicated approval of the objectives and an agreement with the "validity" of the objectives. Usually the writer of the objectives was specified. In order for the experience to be educational the agreement stated that new learning objectives would be identified for each work period. Although space was provided for the employer or supervisor's signature this writer found one copy where the employer's name was typed in the signature place. Apparently if the employer or supervisor does not wish to sign the agreement this wouldn't prevent the agreement from being used.

Another significant form of agreement reviewed in this study was the government or civil service contract. (See Appendix I) Sixteen percent of the total agreements were of this type. They are longer than most agreements--anywhere from 4 to 10 pages. Most schools indicated that the governmental agency initiated the contracts and both the school representative and the agency representative signed the agreements. These governmental agreements were not only unique in length but also in characteristics. One unique element appearing on these contracts was that the student may not be related to any of the employees at the agency where the student will be working. These contracts usually specify alternating periods of work and study. There were several advantages to the student listed on these contracts, not

found on others. Some of them are the following: (1) non-competitive conversion (meaning that the student may be employed at a later date without passing the civil service test usually required of all governmental employees); (2) the goverment provides the student with health and life insurance during period of employment; (3) students get other benefits including sick leave time as well as paid vacation days; and, (4) when students go back to school they are classified as employees on leave, hence all time worked, counts toward retirement if they are later hired on a permanent basis. Objectives or work activities were not listed on these civil service contracts.

Titles of Agreements

Not only were there different types of agreement forms but these agreements have a wide variety of titles. Among the different titles found were the following: (1) Cooperative Education Training Agreement; (2) Training Memorandum; (3) Externship Record; (4) Memorandum of Understanding; (5) Cooperative Work Experience Agreement; (6) Off-Campus Study Program; (7) Statement of Work Learning Outcomes; (8) Internship Agreements; (9) Cooperative Education Learning Agreement; (10) Statement of Cooperation; and, (11) Contract for Cooperation Credit. The title often gave some indication of the type of agreement, formal or informal.

Summary

In analyzing the 32 characteristics that appeared on at least 20% of the agreement forms, 10 categories were identified. The ten related categories were as follows: (1) Program Information; (2) Objectives; (3)Signatures; (4) Student Information; (5) Students'

Responsibilities; (6) Employers' Information; (7) School's Responsibilities; (8) Employer's Responsibilities; (9) Joint Responsibilities; and (10) Employer's Requirements. The analysis of these categories resulted in the production of 4 charts illustrating the writers of the objectives, the approvers of the objectives, the persons signing the agreements, and the persons evaluating the student's performance in the cooperative work assignment. A frequency polygon was developed illustrating the comparison of the cooperative agreements against the 32 most frequent characteristics.

Additional findings were reported as opinions expressed for oral versus written agreements. Other interview findings that are of some significance to this study were reported. Types of agreements were identified as: (1) the apprenticeship type; (2) the work study type; (3) the traditional of outline type; (4) the behavioral objective type; and, (5) the civil service type. Examples of these may be found in Appendices E through I. Titles of the various cooperative education agreement forms were listed.

Chapter V contains a survey of the major findings, conclusions, and recommendations from this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was undertaken to answer some basic questions concerning cooperative agreements between postsecondary educational institutions and business, industry, and labor. Information relevant to this topic has been collected and presented in preceeding chapters. The summary of the major findings presented below will provide some answers to the following research questions of this study. What types of agreements exist? What are the characteristics of agreements and are there common or essential components to any agreement? Is there a discrepancy between how the literature explains the use of cooperative agreements and how they are used in practice? Finally, are there alternatives to written agreements? The findings are based only on the available data this writer was able to obtain. Conclusions and recommendations are made according to the findings that are reported in this chapter. The major findings of this paper were presented to the Colorado Adult vocational Education Research Steering Committee. The steering committees' suggestions and recommendations are incorporated in this chapter.

Summary of Major Findings

1. Various types of written agreement forms are being used in postsecondary cooperative education programs today. There is little or

no standardization of forms, at this time, with the exception of the behavioral objective model and the civil service form.

2. Slightly more than half (56%) of the mail respondents of postsecondary educational institutions in the United States indicated they used written agreements in their cooperative education/work programs with employers. A little over 13% responded that they used oral agreements with the one exception--written governmental intiated contracts. The remainder (31%) used oral agreements with the businesses or industries employing their cooperative education students.

3. Cooperative education programs are almost non-existent at the adult level in the following schools in the State of Colorado: (1) area vocational technical schools; (2) local school districts with adult vocational programs; and, (3) proprietary schools. As a result only two agreements were obtained from these sources.

4. A total of 151 different characteristics were found on the 63 agreements collected for examination in this study.

5. Only six characteristics appeared on more than 50% of the agreements: (1) name of school; (2) date of agreement; (3) name of employer or company; (4) objectives or activities of the job; and, (5) dates student works.

6. Three other characteristics of significance appeared in the 40 percentile range--these were credit, compensation and signatures.

7. Only 32 characteristics appeared on 20% or more of the agreements.

8. Essential characteristics of cooperative agreements are difficult to determine, as agreements must be flexible enough to meet the goals and expectations of all parties. The findings of this study

do not show any large number of essential characteristics, but when the related elements were grouped together certain categories emerged. Usually some characteristics from each category were used to communicate the guidelines of the agreement. Among these categories were objectives; evaluation procedures; signatures and the responsibilities of either the student, employer or coordinator; and, useful information concerning the involved parties.

9. The literature expresses the beliefs of many that agreements for education/work programs should be in written form to determine the purpose, obligations and procedure. Other major advantages of written agreements include: documentation of educational experiences; commitment of parties to the cooperative venture; clarification of responsibilities and procedures in order to prevent misunderstandings. Yet the findings of this study showed only 56% of postsecondary educational institutions utilized written agreements while 44% relied on the other alternative (oral agreements).

Conclusions

Question 1: What types of agreements are being used between postsecondary educational institutions and employing agencies to facilitate cooperative education programs?

Agreements exist at the postsecondary level of cooperative education in both oral and written forms. The written forms analyzed in this study can be classified under five types as follows: (1) apprenticeship agreement; (2) work-study agreement forms; (3) traditional or outline

agreement forms; (4) behavioral objective type; and, (5) Civil Service agreement forms. The apprenticeship agreement forms remain almost unchanged from many of the earlier ones. The work-study agreement forms are primarly used for the purpose of providing financial aid to the student and may or may not be related to the course of study the students are pursuing. The traditional agreement forms resemble ones that have been used for many years in vocational education programs at the secondary level. Objectives that are specific and measurable have become the basis of many of the behavioral objective type agreement forms as a means of establishing the educational parameters of the cooperative education programs. These particular forms combine the agreement with the evaluation form into a concise document. Many written agreements that are negotiated today have eliminated most of the legal terms seen in the past on cooperative education agreements. The attempt is being maded to specify basic information, responsibilities, and evaluation procedure in concrete, understandable language.

Question 2: Is it possible to identify some of the most common characteristics found on these agreement forms and can these common characteristics be considered important or essential to any agreement?

The significant characteristics which constitute an agreement were not determined. The frequency chart developed illustrated that there are few common characteristics found on cooperative agreements. In fact characteristics that seemed quite necessary and valuable for program effectiveness appeared on the low frequency range. Essential characteristics could not be fixed, rather it was concluded that there might be certain categories that should be considered essential to the process of writing agreements. These categories were program

information, objectives, signatures, student information, student responsibilities, employers information, school's responsibilities, employer's responsibilities, joint responsibilities, and employer's requirements. From the groupings of these related characteristics a meaningful structure emerges which might act as a possible guideline for the writing of other agreements.

Question 3: Is there a discrepancy between what is advocated in the literature concerning agreements and what is currently practiced?

Officials of the U. S. Office of Education, Staff Members of the Colorado State Board for Community Colleges and Occupational Education and the literature sources reviewed indicate that only written agreements are considered bona fide cooperative agreements. Yet, in practice written cooperative agreements are not as prevalent as was presumed. Many colleges that are participating in the postsecondary education/work programs today are not using written agreements. College cooperative education directors who favor oral agreements consider that written ones are restrictive to their academic freedom and that they discourage employer participation. Employers resent time, effort, and the regulatory aspect they associate with written agreements. The programs contacted in this study and the findings in such studies as the one conducted by The Ohio State University support the conclusion that only about one-fourth of all postsecondary cooperative education programs utilized written agreements.

Are there alternative to writing formal written cooperative agreements? Alternatives to written agreements are developed such as matching students' competencies to published job descriptions provided by employers. Determination of credit is based on the

employers' evaluation of students' work performance and attendance on the job as well as the students' written report of his job experience. Many oral agreements rely on close communication between the college coordinator and the employer as to the effectiveness of the students' work experience. There is not substantial evidence that written cooperative agreements produce better education/work experiences for the students.

Recommendations

Through an analysis and comparison of the data collected in this study several recommendations might be suggested.

1. Based on the following rationale, written agreements are recommended. First written agreements document the working experience and not only does this minimize misunderstandings but it also allows other people at a later date, to interpret the results of an off-campus experience. This might have implications for the trend towards life-long learning. Documentation gives an explanation as well as a record of the type and kind of credit given for job experience. Second, written contracts protect the roles and duties of all the parties involved. For example, the student should be protected on such things as salary received, hours they are to work, dates worked and the credit they will receive. A written agreement would accomplish this. Finally, a written agreement is useful in clearly defining each individual's accountability for the educational parameters of the program.

2. A recommendation from this study might indicate that some incentive should be given to employers to enter into written agreements. An example of this is evident now in the hiring of employees through

the Work Incentive Program (WIN) program. Employers are permitted to deduct 20% of any WIN employee's salary from their income tax. This tax break encourages employers to hire persons connected with the WIN program. This is given merely as an illustration of one incentive the government provides employers. Maybe further research could shed some light on how employers could be given incentives for entering into cooperative written agreements with postsecondary educational institutions for the purpose of providing more options for students.

3. Further research might be conducted to answer several questions concerning cooperative agreements. Is there a foundation for the existence of both oral and written agreements within the cooperative education program? Do they serve different purposes or is one superior over the other? Are there any advantages for using behavioral objectives on a cooperative agreement? What can be done to make employers and postsecondary cooperative educational personnel more receptive to written agreements?

APPENDIX A

Colorado Survey - Part I
General Information Administration Colorado Postsecondary
Vocational Cooperative Education and Accompanying Letter

PART I--GENERAL INFORMATION ADMINISTRATION
COLORADO POSTSECONDARY
VOCATIONAL COOPERATIVE EDUCATION SURVEY

INSTITUTION	ADMINISTRATOR
STREET	TITLE
CITY STATE ZIP	TELEPHONE NUMBER EXTENSION

If the above information is not correct, please make the necessary changes.

Check the system on which your institution operates: _____Quarter
_____Semester

Do you have a centralized cooperative education coordinator for all programs? _____Yes _____No

If YES, _____ _____
Name of Coordinator Title

Please complete the following:

Program	Check if have program	Check if have Coop Ed Phase	Name of Coordinator	Length of Contract
Agriculture				
Business & Office				
Distributive Education				
Health Occupations				
Consumer Home Ec.				
Occupational Home Ec.				
Technical Education				
Trade and Industrial				

Please list any other cooperative education programs (vocational or non vocational) you have in your institution.

Please list the name and title of other individuals who are involved in other Education/Work Programs (Job Placement Officer, Financial Aid Officer, Work Study Coordinator, etc.)

NAME	TITLE
_____	_____
_____	_____
_____	_____

Please enclose with the questionnaire; (1) a copy of a job description for each of the above individuals; (2) an organizational chart for your institution. Thank you.

Completed by: _____ _____
Name Title

_____
Date

Dear

Enclosed is an abstract of a project which has been funded directly by USOE to Graduate Vocational Teacher Education at the University of Northern Colorado. The project is entitled "Adult Vocational Education and Related Activities."

Three studies have been established in order to provide for closer cooperation for vocational education between postsecondary schools and the community--business, industry, and labor. It is our goal to gather background information at the postsecondary level on the education/work programs that are presently in operation. To obtain first-hand information, we ask that you complete and return the enclosed questionnaire. From your responses on the questionnaire, we will in turn contact your selected personnel for information and input. We also hope to visit as many schools as possible within the time limitation.

From the enclosed goldenrod abstract you can see that there are three major thrusts to the project. Thrust Two involves a Conference to be held at the Holiday Inn in Greeley from January 25 through January 29. This conference will be held in conjunction with the UNC Mid-Year Conference. The title of the Conference is POSTSECONDARY EDUCATION CONFERENCE ON EDUCATION/WORK PROGRAMS and the purpose of the Conference is to bring together national and state leaders in postsecondary education/work programs with Colorado administrators and education/work educators so that all can share their knowledge and expertise. Part of the funding for this project is to be used for 32 paid participants from postsecondary institutions in Colorado. The 32 paid participants will be administrators of postsecondary education/work programs. The enclosed green form asks you for conference participant nominations. Please complete the pink form and the questionnaire based on the attached definitions, and mail them both back to us in the self-addressed, postage paid envelope.

Thank you for your time and help. If you have any questions, please call Edna Peart at 351-2941. We look forward to hearing from you, and we would appreciate your responses by November 21, 1976.

Sincerely,

Anita T. Salazar
Research Associate

Charlene Collins
Research Associate

Enclosures: Abstract
Questionnaire
Conference Information
Application Form for Conference
Self-Addressed Envelope

APPENDIX B

Colorado Survey - Part II

Teacher-Coordinator Colorado Postsecondary
Vocational Cooperative Education Survey

U N C
PART II--TEACHER COORDINATOR
COLORADO POSTSECONDARY
VOCATIONAL COOPERATIVE EDUCATION SURVEY

Please print or type the following:

_____ Name of Institution

_____ Program Title

_____ Name of Coordinator

____ Total students in the Program for 1975-6 school year (excluding summer session)

Please check: ___ Quarter system

___ Semester system

____ Total students in the Program for Fall Term, 1976

A. Coordinator Information--Please circle one response for each of the following:

1. How many years has this program been in existence? 1 2 3 4 5 6 7 8 9 10

2. How many years have you been a coordinator in this program? 1 2 3 4 5 6 7 8 9 10

3. How many contact hours per week are you teaching? 1-5 6-10 11-15 16-20 over 20

4. How many clock hours per week do you coordinate? 1-5 6-10 11-15 16-20 over 20

5. Are you a full-time coordinator? Yes No
If NO,

   a. Do you receive release time? Yes No

   b. Do you receive extra compensation? Yes No

6. During which hours of the day do you coordinate? Day Night Graveyard (12 pm-7 am) All

7. Please check the cooperative education training you have had.

   a. Course work ____

   b. In-service provided by your institution ____

c. In-service provided by the State Board for Community Colleges and Occupational Education _____

d. In-service provided by teacher-training institutions _____

e. Other (please specify)_____

B. Program Information

1. Is cooperative education a requirement in this program? If NO, proceed to 2; if YES, answer the following:

a. How many credit hours of cooperative education are required? ___Minimum ___Maximum

b. Do you have sufficient training stations? Yes No

c. Do you accept students who are unemployed? Yes No

d. Do you find training stations for unemployed students? Yes No

2. Do you have cooperative education during the summer term? Yes No

3. During which times do you offer a cooperative education? Day Evening Both

4. Is your institution used as a training station by your students? Yes No

5. Do you offer the following as part of cooperative education?

How many clock hours does this class meet per term? _____

a. Related class Yes No

b. Introduction or orientation session? Yes No

c. Follow-up session? Yes No

d. Other (please specify)_____
Name of Class

6. Do you screen students before accepting them in cooperative education? Yes No

7. Do you have a functioning Advisory Committee for your program? Yes No

8. In what geographical area do you place students? Local State National International

C. General Information

1. As a coordinator for your program, please check your five most common problems.

a. Distance to travel _____

b. Heavy teaching load _____

c. Insufficient coordinating time _____

d. Lack of interested students _____

e. Lack of trained students _____

f. Administration support weak _____

g. Faculty support weak _____

h. Student's schedules inflexible _____

i. Finding coop students _____

j. Community non support _____

k. Advisory Committee non support _____

l. Business exploiting students _____

m. Evaluation of students _____

n. Relationship with Veterans Administration _____

o. Relationship with other education/work programs _____

p. FTE funding _____

q. Other (please specify)_____

_____

VOCATIONAL COOPERATIVE EDUCATION SURVEY (continued)

2. Please check if you incorporate the following forms in your cooperative education program.

a. Student evaluation form _____

b. Student journal or diary _____

c. Training plan or learning objectives _____

d. Instructor evaluation form _____

e. Coop education guidelines or syllabus _____

f. Training agreement between institution and employer _____

g. Related course outline and objectives _____

h. Coop coordinator job description _____

i. Promotion brochures or materials _____

j. Final report or summary report _____

k. Coordinator visitation form _____

l. Other (please specify) _____

_____

D. Miscellaneous

For better coordination of programs, we are asking that you send us copies of the forms you checked above in Section C, No. 2.

1. The above forms are enclosed. Yes No

2. I would like to have a copy of this study. Yes No

Additional Comments: _____

_____

_____

_____

_____

_____

November 30, 1976

has been previously contacted by us concerning Cooperative Education at the Postsecondary level. was sent a copy of the enclosed abstract along with a brief explanation concerning the Adult Vocational Education Research and Development Project.

As part of our responsibility for the project, we have done extensive research on cooperative education at the postsecondary level, and we now need information on what is being done in the State of Colorado. Information compiled from the enclosed survey sheets will provide the background for the "Postsecondary Education Conference on Education/ Work Programs" to be held at the Holiday Inn in Greeley from January 25 through January 28, 1977.

It is extremely important that we have information on your program and your input concerning postsecondary cooperative education. Please take a few minutes and complete the survey form. A self-addressed, stamped envelope is enclosed for your convenience.

Thank you for your help and time. We will be mailing you more information concerning the Conference within the next few weeks. It is our hope that you will be able to attend the Conference and share your ideas with other persons involved in postsecondary cooperative education throughout Colorado.

Sincerely,

Anita T. Salazar
Research Associate

Charlene Collins
Research Associate

DDE
Enclosures: Brochure
Abstract
Survey form
Self-addressed envelope

P.S. If you have any questions, please call Dr. Louise J. Keller at 351-2941. We look forward to receiving your survey before your Holiday break.

APPENDIX C

National Survey Letter of Postsecondary
Cooperative Education Directors

The University of Northern Colorado
GREELEY, COLORADO 80639

Dear Director:

I am currently engaged in a USOE research project entitled: "Adult Vocational Education and Related Activities," conducting a review of the literature on cooperative agreements between postsecondary institutions, students, and employers. Enclosed is a brief report of the research for your information.

It is my understanding that you have an established and well-functioning cooperative education program at
I wish to obtain copies of cooperative or training agreements/contracts. Would it be possible for you to send some copies of agreements that you use in your cooperative education programs in the enclosed stamped self-addressed envelope?

Also, do you have a cooperative education handbook for your students and/or coordinators that contain this material? If so, is this available for purchase?

Sincerely yours,

Edna Peart
Staff Assistant

ea
Enclosures

APPENDIX D

Frequency Chart of Characteristics
Appearing on Agreements

Frequency of Characteristics Appearing on Agreements

(N=63)

CHARACTERISTIC		PERCENT	FREQUENCY
1.	Date of agreement	77.41	48
2.	Name of employer of company	70.96	44
3.	Name of student	61.29	38
4.	Objectives or activities of job	57.14	36
5.	Dates student works	51.61	32
6.	Credit given for job performance	48.38	30
7.	Schedule of compensation	45.16	28
8.	Signature of student/coordinator/employer	40.32	25
9.	Employer provides a variety of meaningful career related experiences	37.09	23
10.	Employer provides supervision	35.48	22
11.	Grade given for work performance	35.48	22
12.	School provides related instruction	33.87	21
13.	Address of employer	33.87	21
14.	Termination procedure listed	29.03	18
15.	Student follows rules & guidelines of college cooperative education program	29.03	18
16.	Name of supervisor	27.41	17
17.	Conference between coordinator & employer	27.41	17
18.	Approval of objectives by one party	27.41	17
19.	Hours the student works on the job	25.80	16
20.	School recommends qualified students	24.19	15
21.	Rating scale used in evaluation	24.19	15
22.	Objectives must be measurable & achievable	24.19	15
23.	Student's occupational title	24.19	15

CHARACTERISTICS--CONTINUED

24.	Employer can terminate employment of student	22.58	14
25.	Employer provides counseling for student	22.58	14
26.	Evaluation by coordinator and employer	22.58	14
27.	Purpose of cooperative education program	22.58	14
28.	Coordinator provides career related counseling	22.58	14
29.	Signature of employer & coordinator	20.96	13
30.	Student must be enrolled in school	20.96	13
31.	Employer requires GPA of student	20.96	13
32.	Student follows rules & regulations of employer	20.96	13
33.	Coordinator's supervision of student	19.35	12
34.	Employer reports student's problems to coordinator	19.35	12
35.	Employer follows federal laws and regulations	19.35	12
36.	School is non-discriminatory	17.74	11
37.	Cooperative plan is alternating	17.74	11
38.	Student's promptness on the job	17.74	11
39.	Each semester new learning objectives are identified	17.74	11
40.	Evaluation by employer only	17.74	11
41.	Evaluation reports--once at the end of the term	17.74	11
42.	Coordinator's visitation to training site	16.12	10
43.	Student's social security number	16.12	10
44.	Employer's telephone number	16.12	10
45.	Employer is non-discriminatory	16.12	10

CHARACTERISTICS--CONTINUED

46.	Employer may offer permanent employment	16.12	10
47.	Evaluation by student and employer	16.12	10
48.	School provides coordination of program	16.12	10
49.	All parties agree to the validity of objectives	16.12	10
50.	Non-competitive appointment of student (government contracts only)	14.51	9
51.	Student's address	14.51	9
52.	Modification procedure of agreement	14.51	9
53.	Signatures of student/employer/coordinator and college official	14.51	9
54.	School informs employer of student's problems	14.51	9
55.	Health problems of student reported	12.90	8
56.	Type of program	12.90	8
57.	Student's telephone	12.90	8
58.	Objectives written by student only	12.90	8
59.	Student must be U.S. citizen	12.90	8
60.	Student will seek counseling and inform coordinator of problems	12.90	8
61.	Objectives approved by all parties	12.90	8
62.	Employer provides health, sick pay, life insurance and other benefits	11.29	7
63.	Coordinator may withdraw student	11.29	7
64.	Objectives written by student & coordinator	11.29	7
65.	Evaluation done by the three parties	11.29	7
66.	Student's age	9.67	6
67.	Job activities relate to curriculum	9.67	6

CHARACTERISTICS--CONTINUED

68.	Student's leadership qualities	9.67	6
69.	Employer selects students	9.67	6
70.	Student may not be related to any regular employee of the governmental agency	9.67	6
71.	Specified hours required for credit	8.06	5
72.	Description of field experience	8.06	5
73.	Outline of work experience	8.06	5
74.	Procedure for reporting absences	8.06	5
75.	Regular attendance required at the job	6.45	4
76.	Works diligently	6.45	4
77.	Parent's signature	6.45	4
78.	Student will not replace regular worker	6.45	4
79.	Workman's compensation provided by employer	6.45	4
80.	Safety instruction is provided by employer	6.45	4
81.	Coordinator ascertains that work relates to student's career objective	6.45	4
82.	Student fulfills obligations of agreement	6.45	4
83.	Name of program	6.45	4
84.	Honesty of the student	6.45	4
85.	Courtesy of the student	6.45	4
86.	Employer interviews at least two students	6.45	4
87.	Coordinator's name	6.45	4
88.	Coordinator's telephone number	6.45	4
89.	Objectives approved by coordinator & employer	6.45	4
90.	Course and section number	6.45	4

CHARACTERISTICS--CONTINUED

91.	Student has same commitment to employer as other employees	6.45	4
92.	Whether student is a veteran	4.83	3
93.	Student may not work more than 15 hours	4.83	3
94.	Writer of objectives unknown	4.83	3
95.	Objectives approved by coordinator	4.83	3
96.	Evaluation by student/coordinator	4.83	3
97.	Signature of student/coordinator/employer and job instructor	4.83	3
98.	Agreement read by all three parties	4.83	3
99.	Student has a status of student learner	4.83	3
100.	Attendance record	4.83	3
101.	Other employees agree to help student	4.83	3
102.	Objectives written by employer	4.83	3
103.	Minimum age 16	4.83	3
104.	Regular attendance at school and job	4.83	3
105.	Training plan accompanies agreement	4.83	3
106.	Emphasis on work ethics including confidentiality	3.22	2
107.	Parents responsible for student's behavior	3.22	2
108.	Employer conducts training sessions	3.22	2
109.	No accident insurance or workman's compensation	3.22	2
110.	Employer will not hire student full time while completing cooperative agreement	3.22	2
111.	Type of business or industry	3.22	2
112.	School provides seminars	3.22	2

CHARACTERISTICS--CONTINUED

113.	School provides safety instruction	3.22	2
114.	Objectives written by coordinator/employer	3.22	2
115.	Monthly evaluation reports	3.22	2
116.	Weekly evaluation reports	3.22	2
117.	Signatures of student and coordinator	3.22	2
118.	Signatures of student and employer	3.22	2
119.	Record of coop. credit to date	3.22	2
120.	Student's conduct	3.22	2
121.	Evaluation by coordinator only	3.22	2
122.	Employer provides job related discussion	3.22	2
123.	Student states career objective	3.22	2
124.	Proof of age of student	1.61	1
125.	Race or ethnic origin	1.61	1
126.	Next of kin's address and telephone	1.61	1
127.	Student finds own employment	1.61	1
128.	Student not eligible for unemployment	1.61	1
129.	Student's sex	1.61	1
130.	Student notifies employer of difficulties	1.61	1
131.	What level of education has student completed	1.61	1
132.	Address of coordinator	1.61	1
133.	School will provide both supervision & coordination	1.61	1
134.	Coordinator assist employer with training	1.61	1
135.	Objectives written by coordinator	1.61	1
136.	Objectives written by all three parties	1.61	1

CHARACTERISTICS--CONTINUED

137.	Sample objectives provided on agreement	1.61	1
138.	Cooperative education objectives	1.61	1
139.	Objectives approved by employer	1.61	1
140.	Objectives approved by student/coordinator	1.61	1
141.	Evaluation by student only	1.61	1
142.	Two reporting periods	1.61	1
143.	Signatures of student/employer/faculty/advisor/ division director/ director of coop./ dean of the college	1.61	1
144.	Signature of student/employer/job supervisor	1.61	1
145.	Signature of employer/job supervisor and coordinator	1.61	1
146.	Agreement not a legal contract	1.61	1
147.	Agreement read by coordinator/employer	1.61	1
148.	Employer instructs student in rules and regulations of the business	1.61	1
149.	Employer contacts school for qualified students	1.61	1
150.	Signature of student/coordinator/college official	1.61	1
151.	Space provided for employer's comments	1.61	1

APPENDIX E

Apprenticeship Agreement

The following agreement form is one collected from the Director of Apprenticeship Council in the State of Colorado. This agreement is between the employer (called the indenturing party) and the apprentice. It may be noted that the apprentice is to pursue the course of supplemental related instruction as well as all other terms and conditions as prescribed in apprenticeship standards. It does not specifically state what this related instruction will be.

APPRENTICESHIP AGREEMENT

THIS AGREEMENT entered into this _____day of _____19____

between _____
(name of indenturing party)
at _____ hereinafter referred to as
(city or town)
IDENTURING PARTY, and _____
(name of apprentice)
born_____ ☐☐ Male ☐☐ Female
(month day year)
_____ hereinafter referred to as APPRENTICE.
(Social security no.)
ETHNIC GROUP: (Check one) ☐ CAUCASIAN ☐ SPANISH AMERICAN ☐ NEGRO

☐ INDIAN ☐ ORIENTAL

HIGHEST EDUCATION LEVEL: ☐ (8th Grade or less) ☐ (9th through 11th

Grade) ☐ (12th Grade or more)

VETERAN STATUS: ☐ VIET NAM (Service on or after Aug. 5, 1964)

☐ OTHER VETERAN ☐ NON-VETERAN

WITNESS, that the above parties desire to enter into this apprentice-

ship agreement and do agree as follows:

THAT the INDENTURING PARTY agrees to cause the apprentice to be employed for the purpose of enabling the apprentice to learn the trade or craft of _____ upon the terms and conditions contained in the Apprenticeship Standards which are made a part of this agreement;

THAT the APPRENTICE agrees to perform diligently and faithfully the work of said trade or craft during the term of apprenticeship, to studiously pursue the course of supplemental related instruction, and to comply with all other terms and conditions as prescribed in said Apprenticeship Standards;

THAT the PARENT OR GUARDIAN agrees to use his best efforts to the end that the apprentice will perform all obligations undertaken herein;

THAT this TERM of apprenticeship begins on the date _____

and will terminate upon the satisfactory completion by the apprentice
(hours)
of _____(months) of training through employment in said
years)
trade or craft as stipulated in the Apprenticeship Standards, less
_____credit for previous experience;

THAT this AGREEMENT is subject to registration by the Colorado Apprenticeship Council, and conforms with the provisions and interpretations of Chapter 9, Article 1, 1963 CRS relating to apprentices, and

THAT this AGREEMENT may be terminated as provided in the Apprenticeship Standards.

IN WITNESS whereof the parties hereunto set their hand and seals:

APPRENTICE	INDENTURING PARTY
_____	_____
(signature of apprentice)	(indenturing party)
_____	_____
(address) (city or town)	(signature)
_____	_____
(signature of parent or guardian if a minor)	(address)

Approved on behalf of the Apprenticeship Committee

By_____
(chairman or secretary)

on_____

REGISTERED by the COLORADO APPRENTICESHIP COUNCIL

By_____
(director)

on_____

Registration No. C_____

APPENDIX F

Work-Study Agreement Form From a Proprietary School

This is a contract between the agency and the college for the purpose of employing student off campus. This is not in a true sense a cooperative agreement where the student is pursuing a career related experience but is rather for financial aid for the student in order to stay in school.

COLLEGE WORK-STUDY PROGRAM

OFF-CAMPUS AGREEMENT

This Agreement, made this _____day of _____, 19__, between _____Business College hereinafter called the College, and _____, a public organization, hereinafter called Contractor, WITNESSETH:

WHEREAS, the College is operating a Work-Study Program under the provision of the Higher Education Act of 1965, Public Law 89-329; as amended by Public Laws 90-575 and 92-318.

WHEREAS, Contractor desires to utilize the services of students.

NOW, THEREFORE, in consideration of the premises it is agreed as follows:

1. Contractor represents that the work for which the students will be used:

a. Will be in the public interest and is work which would not otherwise be provided,

b. Will not result in the displacement of employed workers or impair existing contracts for services,

c. Will be governed by such conditions of employment as will be appropriate and reasonable in light of such factors as the type of work performed and proficiency of the employee,

d. Will not involve the construction, operation, or maintenance of so much of any facility used or to be used for sectarian instruction or as a place for religious worship.

2a. Contractor agrees to pay to the College each month, upon receipt of billing by the College, amount equal to 20% of the amount actually earned by the student.

2b. In addition to the payment specified above, the contractor will pay to the Institution, when billed, an amount not to exceed _____% of the amount actually earned by the student to compensate the institution for FICA, State and Federal Unemployment Tax, and Workmen's Compensation.

3. Contractor will furnish adequate, qualified supervision of the student and shall assign him to any task approved by the College. Contractor shall have the right to terminate the employment at any time. Contractor's employment policies shall prevail. No student shall, on the ground of race, color, or creed be eliminated from participation in this program.

4. The wage rate shall be mutually agreed upon, but shall not be less than the applicable minimum wage. Such rates shall be incorporated and made a part of this agreement. Fringe benefits shall not be applicable to student workers under this program.

5. A student may work up to 40 hours per week or such lesser number of hours per week as the College may determine in accordance with its own standards and considering (a) the extent of the student's financial need and (b) the potential harm of a particular combination of hours of work and hours of study on a given student's health or academic progress.

6. The College will determine the eligibility of students and will select and assign students to be employed by Contractor. College will pay students the agreed wage upon hourly time slips completed by the Contractor, which time slips shall indicate the nature of the student's employment.

7. Students will be covered by the Federal Employee's Compensation Act and the Federal Tort Claims Act when acting within the scope of their employment.

8. This agreement may be terminated by either party on thirty (30) days written notice.

Contracting Agency	College
By_____	By_____
Title_____	Title_____
Date_____	Date_____

APPENDIX G

The following agreement forms illustrate a variety of the more traditional cooperative agreement forms. Some of them are more the outline form listing briefly the responsibilities of each party. One form requires only a brief description of the type of field experience. The second form calls for activities that the students will participate in during the cooperative work experience be listed. The third one requests an outline of job experiences be listed. The fourth form states that the employer will give the student a variety of office duties but does not specify any particular tasks. Form five asks only for the listing of the student's program of study and the department in which the student is training.

CWE APPROVAL AND AGREEMENT — COOPERATIVE WORK EXPERIENCE

Student | SSN | Program

Home Address | City | Zip | Phone

TERM: ☐ F ☐ W ☐ S ☐ SU — Year 19__ — ☐ Full Time ☐ Part time — G.I.Bill? ☐ Yes ☐ No — SAIF will be paid by: ☐ Lane Community College ☐ Employer ☐ No Coverage

STUDENT

Have you participated in CWE before?
☐ Yes
☐ No

Total SFE credit to date _____

Name of Firm or Agency | Supervisor (At work site)

Address | City | State | Zip | Telephone

Describe type of field experience: _____

☐ Paid experience wage will be $____per_____. ☐ Non Paid experience

Do you have any health or physical problems an employer should be aware of?
☐ Yes ☐ No

CREDIT

I realize that_____credits (_____clock hrs.) in Course No. ☐ FE 207 ☐ 1.300 TLN_____will be given for satisfactory completion of work experience during this term. In accordance with school policy, I realize that I am to keep my coordinator informed of my activities and any possible change in my work experience status. I also realize that if placed in this position by the CWE Office for a specific length of time, I will not be able to file an unemployment claim against my employer at the end of the placement.

Student Signature | Coordinator Signature | Date

EMPLOYER

This student will receive credit for satisfactory completion of the cooperative work experience. I agree to work with student for the time and rate of pay specified above in accordance with company rules and regulations. If any difficulty should arise, I will contact the

coordinator to try to resolve the issue.

Employer or supervisor signature | Date

Seminar
Day Time
Room

_____ is an Equal Educational Opportunity Institution. Students are placed without regard to race, color, sex, or national origin.

Routing after employer's signature:
White.....CWE Office
One Copy.....Student
One Copy.....Employer
One Copy.....Coordinator

EDUCATIONAL TRAINING PLAN

STUDENT'S NAME _____ HOME PHONE _____

ADDRESS _____
(Street) (City) (State) (Zip Code)

CAREER OBJECTIVE _____ AGE _____

NEXT OF KIN (For Emergency) _____ PHONE _____

NAME OF TRAINING STATION _____

ADDRESS _____ PHONE _____

STUDENT'S POSITION _____

NUMBER OF WORKING HOURS ____ PER ____ STUDENT'S WAGE _____ PER _____

STARTING DATE _____ UNTIL _____

PLAN

The student will participate in the following general activities which pertain to the knowledge and skills desired to achieve career objective stated above:

	DATE STARTED	DATE COM-PLETED	DATE COOR-DINATED
1.			
2.			
3.			
4.			
5.			

OTHERS: _____

TRAINING SPONSOR'S SIGNATURE _____

TEACHER-COORDINATOR'S SIGNATURE _____

Evaluation of the student by the training station sponsor will be given at the end of each semester. At any time, however, the sponsor should feel free to contact the coordinator with respect to the student's work or in any area where improvement is needed.

TRAINING MEMORANDUM

COMMUNITY COLLEGE SPECIAL COOPERATIVE OCCUPATIONAL EDUCATION

Instructions: complete 3 copies (1st copy for employer's files; 2nd copy for teacher-coordinator; 3rd copy for State files).

Name of Program

College	District	City
Student	Age	Social Security Number
Company Name	Address	Phone
Type of Business/Industry	Job Title	OE Code

Job Subject to Federal or State Minimum Wage

☐ Yes ☐ No - ☐ State ☐ Federal

Student-Learner Subminimum Wage Form (WH-205) or State License to Employ Student Learner on File ☐ Yes ☐ No

Working Hours

(Daily)_____to_____; (Saturday)____to_____ Wages per Hour____

Proof of Age Certificate (if under 21)

☐ Yes ☐ No

In order to carry on program, it is advisable that all parties concerned agree to the following responsibilities:

EMPLOYER'S RESPONSIBILITIES

The student will be placed on the above named job for the purpose of providing work experience and career exploration and will be given work of instructional value. (A list of work experiences and information topics should be prepared by the employer and coordinator).

The student's work activity will be under the close supervision of an experienced and qualified person. The work will be performed under safe and hazard free conditions.

The student will receive the same consideration given employees in regard to safety, health, social security, general work conditions, and other regulations of the firm.

The Coordinator will be notified if difficulties arise, changes are necessary, or a lay-off or termination of employment seems like to happen (including excessive absenses).

COORDINATOR'S RESPONSIBILITIES

The Coordinator will, with the assistance of the employer or someone delegated by him, prepare a training plan or outline of processes to be

COORDINATOR'S RESPONSIBILITIES (continued)

learned on the job and related topics to be taught in the college. These items are to be listed on reverse side of this memorandum.

The Coordinator will make provision for all cooperative students to receive the regularly scheduled related instruction.

The Coordinator will visit each student periodically at the work station and will become acquainted with the person to whom the student is responsible while on the job.

The Coordinator shall endeavor to adjust all complaints with the cooperation of all parties concerned, and shall have the authority to transfer or withdraw a student.

STUDENT'S RESPONSIBILITIES

The student will follow the rules set up by the college, employer, and coordinator.

The student will notify the coordinator if difficulties arise that are related to on-the-job training or the related class.

Date Signature of Student

Date Signature of Employer

Date Signature of College Official

Date Signature of Teacher-Coordinator

TRAINING OUTLINE

Job Experiences The Employer May give the Trainee:	Related information The Coordinator may teach the Student:

Individual study references available:

Classroom	Training Station
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Name of Trainer(s)

COOPERATIVE WORK AGREEMENT

Work Agreement: The College Cooperative Office Education Program

Employer:_____Address:_____Phone:_____

Student:_____Address:_____D.O.B._____

Manager:_____Student Supervisor:_____

THE AGREEMENT IS TO DEFINE THE CONDITIONS UNDER WHICH_____

_____IS TO RECEIVE COOPERATIVE OFFICE EDUCATION TRAINING.

IT WILL SERVE AS A GUIDE TO ALL COOPERATING PARTIES: THE STUDENT, THE SCHOOL, AND THE EMPLOYER.

The College will provide the student with opportunities for training in the basic skills of the occupations and the technical information related to it. College will try to parallel the course of study with the job experience to the extent that the student will receive a basic office education.

The Student agrees to perform diligently the work assigned by the employer according to the company policies and regulations as they apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits. He further agrees to report for work punctually and regularly and will notify the employer or supervisor if he is unable to be present. He or she will work a minimum of two hours per day.

The Employer agrees to give the student a variety of office duties. He will assign some member of his organization who will have a continuing responsibility for the training and supervision of the student-learner, or he will assume this responsibility himself. As a beginning wage he will compensate the student at $_____per hour. Progress and advancement made by the student will be evaluated and discussed by the employer and coordinator and a formal report will be submitted at the end of each quarter.

It is further agreed that should this working agreement become unsatisfactory for any party it can be dissolved by notifying the coordinator and allowing her sufficient time to make arrangements for termination.

TRAINING WILL COVER THE PERIOD FROM _____, 19__ to_____, 19__

EMPLOYER_____STUDENT_____

COORDINATOR_____

INTERNSHIP AGREEMENT

The parties to this agreement are: The Student-Employee, the Employer, and the College.

The purpose of this agreement is to provide internship training for the Student-Employee by the cooperative activities of the Employer and the College. The Employer will provide paid, planned work experiences; and the College will provide related instruction and co-ordination. The student will maintain standards of work and study performance prescribed by the Employer and the College.

It is further agreed the period of the Internship is from _____ through_____. This understanding does not prevent the Employer from terminating the employment of the Student-Employee for cause. This agreement will become invalid should the student withdraw from the College.

The starting rate of compensation for the Student-Employee will be $_____per hour. It is agreed that the Student-Employee must be employed a minimum of 12 hours per week for the length of each semester or 180 hours per semester.

Program of Study:_____

Name of Student_____

Home Address_____Phone_____Age_____

Employer_____

Business Address_____Phone_____

Department in Which Student is Training_____

Employer Supervisor_____

_____	_____	_____
Signature of Student	Signature of Employer	Signature of Coordinator

APPENDIX H

The following are referred to as illustrations of behavioral objective forms. These agreement require that behavioral objectives be written for the cooperative work experience program. The five forms presented here illustrate a variety of the forms in this area.

Form 1 entitled: "Cooperative Education Training Agreement" is the briefest form in this category yet requires more written about the objectives. It combines the evaluation with the agreement forms. The rating scale simply asks if the objective was achieved or not.

Form 2 entitled: "Cooperative Education Work Experience Agreement" requires behavioral objectives be written and evaluated on a three point scale. This one differs from others by stating on the last paragraph that the employer will provide Workmens Compensation and/or Liability Insurance as requested by law. The biggest difference on this form however comes on the next to the bottom line where it requests the signature of the student and the college coordinator but the employer's representatives name and title are merely typed in the space provided. The employer on some forms as this one are not required to sign the form.

Form 3 entitled: "Cooperative Education Internship Program" merely lists his name and the supervisor's name and title. The objectives are listed and the training assignment evaluation requests how the student will demonstrate that he has achieved the objectives.

Form 4 entitled: "Community College Cooperative Work Experience Education" agreement differs from the others by listing a rating scale from one to four. It also asks the supervisor to issue a letter grade

for the level of attainment of the objectives as well as the student's total semester work. The student's signature and the supervisor's signature are required on this form and only the name of the instructor/coordinator is listed.

Form 5 entitled: "Memorandum of Agreement" resemble the format of the traditional model of cooperative education agreement but on page 2 asks for not only the semester objectives of the work assignment but also for the student's career objectives. Also this form does not require a signature of any one of the three parties and the note on the bottom states that this agreement is not a legal contract but an understanding between the three parties.

COOPERATIVE EDUCATION TRAINING AGREEMENT

___200-Section #_____

Semester_____ Final Grade_____

Year_____ Credits_____

The student agrees to abide by the Cooperative Education guidelines. The supervisor will evaluate the employee-student's achievement of objectives. The college will award credit for successful completion.

College _____ Student _____ Employer(Company Name) _____

JOB-RELATED LEARNING OBJECTIVES

Part 1-What are you going to accomplish?
Part 2-How are you going to accomplish it?
Part 3-How will you measure the achievement of your objective?

OBJECTIVE I — Achievement YES ☐ NO ☐

Part I _____

Part 2 _____

Part 3 _____

OBJECTIVE 2 ☐ ☐

Part 1_____

Part 2_____

Part 3_____

OBJECTIVE 3 ☐ ☐

Part 1_____

Part 2_____

Part 3_____

OBJECTIVE 4 ☐ ☐

Part 1_____

Part 2_____

Part 3_____

We the undersigned agree to the validity of the learning objectives listed:

Student _____ Supervisor _____ Faculty/Coordinator _____ 1st Vititation Date _____

We the undersigned agree to the evaluation of the achievement of objectives:

Student _____ Supervisor _____ Faculty/Coordintaor _____ 2nd Visitation Date _____

ED 100 COOPERATIVE EDUCATION WORK EXPERIENCE AGREEMENT

Skyline ☐ CSM ☐ Canada ☐

_____
Student

_____ _____
(Employer, Company Name) Semester Year

Each semester that a student is enrolled in Cooperative Education, it is necessary to identify new learning objectives. They should be specific, measurable, and within his/her ability to accomplish. The objectives must be formulated by the student, reviewed and approved by both the employer and coordinator at the beginning of the semester.

At semester's end, the employer and student will discuss the progress made in attaining the objectives and independently rate the progress (below). From this rating plus seminar discussions, individual conferences, term assignments and on-the-job evaluation, the instructor coordinator will determine whether or not the student is to receive credit for the work experience.

Objectives	Rating
A._____	A._____
B._____	B._____
C._____	C._____
D._____	D._____
E._____	E._____

Rating Scale: 1 - Accomplished Objective.
2 - Made some progress towards objective.
3 - Failed to make any significant progress.

Rated by:_____
Title:_____
Date:_____

We agree with the validity of the learning objectives listed above. The employer and the college agree to provide the necessary supervision and counseling to insure that the student/employee received appropriate educational benefit from the work experience.

It is understood that the employer will provide adequate protection for the student/employee through Workmens Compensation and/or Liability Insurance as requested by law.

_____ _____ _____
Employer's Representative Student's Signature Coordinator's Signature

_____
Title

COOPERATIVE EDUCATION INTERNSHIP PROGRAM

LEARNING OBJECTIVES

Date ___/___/___

Name_____ Student No._____
(Last) (First) (Middle)

Training Period_____ Training Assignment_____
(Fall,Winter,Summer 1 or 11) (Job Title)

Major_____

Employer_____

Supervisor_____ Title_____

TRAINING ASSIGNMENT OBJECTIVES

It is necessary for a student to identify new learning objectives for each semester that he/she is on a training assignment. These objectives should be specific, measurable, personal, within one's ability to accomplish, in accord with one's curriculum, and judged worthy and appropriate by the coordinator. They should be formulated by the student in concert with his coordinator. Once identified, the coordinator will review and approve the prepared objectives.

Objectives

1._____

2._____

3._____

4._____

(Use additional sheet if necessary.)

TRAINING ASSIGNMENT EVALUATION

The student will demonstrate that he has achieved the objectives identified above by:

1._____

2._____

3._____

4._____

QUALIFYING COMMENTS, IF ANY

_____

Signature_____ Date___/___/___
(Student)

Signature_____ Date___/___/___
(Coordinator)

COMMUNITY COLLEGE COOPERATIVE WORK EXPERIENCE EDUCATION

Company Name (Please Print/Type) _____ Student's Name (Please Print/Type) _____

Business Address _____ Social Security No. ___-___-___

Supervisor's Name (Please Print/Type) _____ Course/Section No. _____ Units _____ Year/Semester _____

STATEMENT OF COOPERATION

The student will comply with the Cooperative Education program guidelines and regulations. The employer and the college will provide necessary supervision and counseling to insure that the student/employee receives appropriate educational benefit from this work experiences. The instructor-Coordinator will visit the student/employee's place of employment, consult with the employer regarding the student's job performance, and grant academic credit for successful completion of the program. It is understood the employer will, as required by law, comply with all appropriate federal and state regulations. The undersigned agree with the validity of the job-oriented learning objectives listed below.

Student's Signature _____ Date _____ Supervisor's Signature _____ Date _____

Instructor/Coordinator _____ Date _____

JOB-ORIENTED LEARNING OBJECTIVES

Each semester a student is enrolled in Cooperative Education it is necessary to identify new or expanded job-oriented learning objectives. These objectives are formulated by the student, reviewed, and approved by both the supervisor/employer and the Instructor-Coordinator.

The objectives must be SPECIFIC, MEASURABLE, and ATTAINABLE. Should an objective require revision anytime during the semester, the Instructor-Coordinator must be notified. The student/employee and supervisor will evaluate objective accomplishments at the end of the semester.

	END OF SEMESTER RATING*	
	Student	Supervisor
1. _____		
2. _____		
3. _____		

*Rating Scale: 4=Outstanding 3=Above Average 2=Satisfactory 1=Limited

SUPERVISOR'S END OF SEMESTER COMMENTS:_____

_____

If you were to issue the student/employee a letter grade for level of attainment of these objectives and student's total semester work, the grade would be:
A B C D F (please circle one)

RATED BY:_____
TITLE:_____
DATE:_____

SD1-575A

VCE Program
Student's Guide

MEMORANDUM OF AGREEMENT

Date_____

Student_____Phone_____

Address_____
Street City Zip Code

Social Security Number_____Veteran: Yes_____No_____

Employer_____ Phone_____

Employer's Address_____
Street City Zip Code

Employer's Phone Number_____Supervisor_____

Cooperative Education is designed to enable employers and the college to cooperate in providing quality education, through work experience, for students in Yavapai College. To accomplish this:

The student. . . . will fulfill his obligation as a part-time or full-time employee.

. . . . will follow the Cooperative Education guidelines, policies and procedures established by the college and his employer.

. . . . will seek counsel on matters that affect his obligation under this agreement.

The employer . . . concurs with the educational objectives of providing work experience for the student.

. . . will provide supervision to ensure that the maximum educational benefit be achieved from the student's work experience with specific emphasis on stated objectives.

. . . offers reasonable probability of continuous employment for the student during the work experience enrollment period.

. . . will evaluate the student's job performance during each grading period.

The college. . . . provides guidance service to the student throughout his enrollment in the Cooperative Education program.

. . . ascertains that work done by the student is of nature related to his educational and/or career

objectives.

. . . cooperates with the employer in the evaluation of the student's job performance with particular concern for the specific objectives listed below.

. . . awards college credit for work successfully completed.

Student's Career Objectives_____

_____

Semester Objectives:

1.

2.

3.

Note: This is not a legal contract but an understanding between the persons listed below. It may be terminated, for cause, by any of the parties with the understanding that due notice be given to all interested parties.

_____	_____
INSTRUCTOR/COORDINATOR	JOB SUPERVISOR
_____	_____
COLLEGE PHONE NUMBER	STUDENT

APPENDIX I

CIVIL SERVICE AGREEMENT FORM

The following form is a governmental initiated agreement between an educational institution and the U. S. Department of Agriculture. It requires a signature of a college official and an agency official. The responsibilities of the college and the agency are listed on the first two pages. Also there are listed on this particular form seven student eligibility requirements. For the most part these governmental agreements are not considered to be for Cooperative Vocational Education Programs as they are usually for students seeking a bachelor's degree. However, on page three the civil service ratings are listed for the grades and promotions that the students will receive with the following educational requirements: (1) GS-2 for a high school graduate; (2) GS-3 for one year of college; (3) GS-4 for two years of college; (4) GS-5 for three years of college and one work period of employment under a Cooperative Education Working Agreement or completion of 2½ years of college plus 6 months of work experience under a Cooperative Education Working Agreement at the GS-4 level.

Compensation and benefits are listed on pages 3 and 4 and these benefits are unique on the governmental contracts, as listed in Chapter IV. The first work period on this agreement is considered a screening period and the conditions for such are listed on page 4. and 5. The noncompetitive conversion procedure that appears on most

civil service forms to a GS-5 rating is found on page 5 of this form. If the students desire a GS-7 rating then they must go through the competitive process as stated on page 6.

*(SAMPLE FORMAT)

COOPERATIVE EDUCATION WORKING AGREEMENT

BETWEEN

(EDUCATIONAL INSTITUTION)

and the

U.S. DEPARTMENT OF AGRICULTURE

(AGENCY)

It is agreed that the conditions set forth below govern the appointment of Cooperative Education students to positions leading to administrative, professional, or technical work in the (Agency) under provisions of Schedule B, Section 213.3202(a) of the U.S. Civil Service Commission regulations.

DESIGNATED REPRESENTATIVES

The designated representative for the (AGENCY) is (TITLE),

(ADDRESS).

The designated representative for the University is (TITLE)

(ADDRESS).

POSITION COVERED

This Agreement applies to students pursuing bachelor degrees in administrative, professional, and technical fields. Specific positions will be covered in the addendum.

RESPONSIBILITIES OF THE EDUCATIONAL INSTITUTION

The (NAME OF COLLEGE) will:

1. Inform prospective candidates of Federal Cooperative Education opportunities.
2. Refer eligible candidates including all honorably discharged veterans, without regard to race, creed, color, age, or sex, who express an interest in being referred.
3. Furnish to the Agency any needed data and information about appointees which the college is authorized to release.
4. Notify the Agency of a change in student status, including a change in the student's major field of study.*

*5. Coordinate the work and academic experience to insure a close relationship for completion of the program.

RESPONSIBILITIES OF THE AGENCY

The (NAME OF AGENCY) will:

1. Provide information to the college about Cooperative Education opportunities.
2. Have final responsibility for the selection of students. Selections will be made without regard to race, creed, color, age, or sex.
3. Maintain the necessary administrative records and handle all personnel processing relating to the employment of the student.
4. Enrich the learning of the student by providing an integrated professional educational experience.
5. Thoroughly orient the student to the occupation, work setting, and requirements governing entry into the Federal Service.
6. Furnish the college at reasonable intervals supervisory evaluations of the student's performance on work assignments.
7. Notify both the student and college as promptly as possible when the determination to release a student has been made. A properly considered report of reasons will be provided to both parties.

STUDENT ELIGIBILITY REQUIREMENTS

In addition to meeting basic eligibility standards imposed by Civil Service Commission regulations, a student:

1. Must be attending a qualifying college on a substantially full-time basis.
2. Must be enrolled in the institution's Cooperative Education curriculum.
3. Must meet citizenship requirements.
4. Must be recommended for assignment in the Agency by the appropriate staff member of the educational institution.
5. Cannot be a son or daughter of a Department of Agriculture employee.
6. Must be maintaining at least 2.0 overall scholastic average on a 4.0 scale or the equivalent, must have grade C or above in all major fields of study, and must have a record as a student that in all respects is predictive of graduation.
7. Should have completed the freshman year.*

*GRADES AND PROMOTION

Cooperative Education students may be appointed in positions at GS-2 through GS-4. Basic qualification requirements are as follows:

1. For Grade GS-2 - High School graduate or equivalent.
2. For Grade GS-3 - 1 full academic year of study.
3. For Grade GS-4 - 2 full academic years of study.
4. For Grade GS-5 - (a) Completion of 3/4's of the total number of periods of study in college required for a bachelor's degree and one period of employment under a Cooperative Education Working Agreement as a GS-4; or (b) Completion of 2½ years of academic study plus 6 months of work experience under a Cooperative Education Working Agreement at the GS-4 level.

A full academic year of study is defined as a period of study at college equal in length to two semesters or three quarters. Students who meet qualification and work performance requirements will be provided the opportunity for upward progression.

WORK PERIODS

Work periods will correspond with academic periods on the (Semester, Trimester, or Quarter) basis with interspersing periods of study. (Include summer only if applicable work period.)

Students are to be carried on a leave-without-pay status during periods of study.

COMPENSATION AND BENEFITS

PAY

The student will be paid at the current rate authorized by the Classification Act or the Federal Wage System. The rate of pay will depend upon the grade to which the student is appointed.

HEALTH BENEFITS

To be determined by Agency. (FPM Chapter 890, Subchapter 3, and FPM Supplement 890-1.)

LIFE INSURANCE

To be determined by Agency. (FPM Chapter 870 and FPM Supplement 870-1.)

RETIREMENT

To be determined by Agency. (FPM Chapter 830 and FPM Supplement 830-1.)*

*LEAVE

During the work periods, Cooperative students are entitled to earn sick leave at the rate of 4 hours per pay period and annual leave at the rate commensurate with their total Federal Service including military service. They are entitled to use earned leave on the same basis, and subject to the same rules and regulations as other Federal employees.

HOLIDAYS

The student will be paid for the legal holidays which fall within the periods of work which occur during the time covered by this Agreement providing that they meet the requirements under appropriate regulations for receiving such pay.

STUDY COSTS

If applicable. (FPM Chapter 410, Subchapters 6-3a, 6-3b, and 6-3d.)

TRIAL PERIOD AND PERFORMANCE APPRAISAL

The student's first work period is a screening period. Work performance will be appraised in the following manner:

1. Initial performance review. Prior to the end of the screening period, the supervisor, preferably with at least one other career staff member who has worked with the student, must review the student's performance, rating her or him on the following items and any additional aspects of performance which the Agency determines are job related.

   (a) The degree of competence with which assigned tasks were performed.

   (b) The extent to which tasks were completed on time when the student had control over the time factor.

   (c) The ability to accept and follow directions and adhere to established regulations in the performance on the job.

   (d) Demonstrated ability to win the respect and confidence of others in the performance of assigned tasks.

   (e) Demonstrated ability to assume a leadership role in assigned tasks.

   (f) Demonstrated physical fitness to perform the job adequately.*

*2. Discussion of review with the student. Following the review, a conference shall be held with the student to:

(a) Discuss the performance rating, get reactions, and learn of any factors that may have affected performance negatively.

(b) Consider approaches to performance improvement in needed areas.

(c) Determine the interest of the student in future employment with the Agency.

(d) Indicate that notice will be sent to the student and to the school regarding the student's acceptance for future work periods.

3. Recommended retention or release. On the basis of the rating of the student's job performance, interest, and fitness and conduct, the supervisor shall transmit to the appropriate authority within the Agency either of the following:

(a) A recommendation for retention of the student, with an indication of whether promotion is indicated, or what action is planned for strengthening performance or correcting deficiencies.

(b) A recommendation that the student not return for another work period.

Subsequent performance appraisals will be made toward the end of each work period in accordance with procedures prescribed above. All appraisal information will be shared with college coordinators and made a part of the student's personnel folder. The final appraisal will include a recommendation regarding conversion.

CONDITIONS GOVERNING CONVERSION

Noncompetitive appointment. The Cooperative Education student is eligible for noncompetitive conversion as follows:

1. To a career-conditional appointment (or career appointment when service requirements are met) as a GS-5 (position to be specified in addendum) if the following conditions are met:

(a) The student has successfully completed all the requirements for a bachelor's degree, including any specialized courses required for the professional position for which he has been in training.

(b) The student has completed a total of 26 weeks (1040 hours) of full-time Cooperative Education work experience in a pay status with the Department. The work must have involved at least two separate work periods with an intervening period

*of study and must have been completed prior to graduation. One work period must be within 18 months of the student's expected graduation date. Required hours of employment must have been in the same occupational area and must have been related to the student's major field of study.

(c) The student meets the citizenship and the members-of-the family requirement on the date of recommendation.

(d) The employing Agency recommends him for conversion not later than 90 calendar days after completion of his Cooperative Program.

2. To a career or career-conditional appointment as a GS-7 (position to be specified in addendum) if he meets the qualification and time-in-grade requirements, in addition to the conditions set forth above.

Competitive Entry. Any Cooperative Education student who is eligible for conversion at Grade 5 only will be advised that he may seek eligibility for Grade 7 through the competitive process. This does not extend the time limits for conversion under the provision which expires at the close of business on the 90th calendar day after graduation.

Termination. The student disqualified from continuing in the Cooperative Education Program or not converted will be terminated. The student cannot be reassigned noncompetitively to other positions. (Note: Separations for these causes will provide no right of appeal to the Commission and they do not require Agencies to follow the procedures of Part 752 of the Commission's regulations.)

TERMINATION OR CHANGE OF AGREEMENT

Each party to this Agreement reserves the right to cancel it upon written notification to the other party at least 30 days prior to the proposed termination. Changes and modifications of the terms of the Agreement can be suggested by either party and will go into effect after they are agreed to in writing by both parties and thereby made a part of the Agreement.*

*This Agreement will be void if there have been no students from the colleges employed by the Agency for the previous 12-month period.

Approved By:

NAME OF PARTICIPATING COLLEGE	NAME AND LOCATION OF AGENCY
NAME OF OFFICIAL	NAME OF OFFICIAL
TITLE	TITLE
DATE	DATE *

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